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THE UNIVERSITY OF ALBERTA

A PRACTICUM ASSOCIATE: AN ETHNOGRAPHIC ACCOUNT

by



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A THESIS

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Dedicated to

Dorothy Kathleen Annie Bird

and the late

Charles Herbert Bird

The Moving Finger writes; and, having

writ, Moves on: . . .

Omar Khayyám

ABSTRACT

In 1977 the Minister of Education for one of the Western Canadian provinces announced a substantial increase in funding for an extended field experience for student teachers. As part of this program each faculty of education was to second a number of practising teachers to join its ranks. The greater number were to go to Canwest, the largest university and the location of this study, where they became known as *Practicum Associates*. This is an account of one of those persons from his selection and appointment to the end of his first term on campus.

A decision was made during the third year of the secondment program to select, from among those appointed for the following year, a person with elementary training and experience for this study. Through a series of observations, interviews, extensive note-taking, occasional tape-recordings and the collection of anecdotes a profile was developed of one *Practicum Associate*.

The method used here to collect data finds its genesis in the work of the anthropologists (Malinowski, 1961) and more recently Gold (1958), McCall and Simmons (1969), and Spradley (1980) in Participant Observational studies. The role of participant-as-observer seemed most appropriate to this study wherein the observed always knew of the researcher's presence. At no time did the researcher adopt clandestine practices to seek information; his presence was always identified. Sometimes his involvement in activities, opinions and ideas were solicited. These became an integral part of the research process.

A number of themes emerged as the study progressed, what Geer (1964) and McCall and Simmons (1969) have referred to as "mine-run" or working hypotheses. When the data were analyzed, after the observations ceased, some of these ideas were substantiated and gave rise to a series of propositions for future consideration: (1) the philosophical and practical implications of secondment; (2) the process of socialization (*les rites de passage*); (3) optimum utilization of skills to avoid professionalism being reduced to a state of impotence; (4) a rudimentary working knowledge of complex network interrelationships; (5) a definition of personal administrative functions to avoid the role of expensive secretaries; (6) opportunities to understand expectations and avoid becoming an ambivalent ambassador; and, (7) to recognize the limitations each brings to the position so that no one is endowed with an automatic knowledge prerogative.

Although this study concentrated on one person, many similar problems were found among other Associates. The way in which the program has been operated raises a crucial question: Are the Practicum Associates being allowed to provide ideas that are not already being adequately covered by the existing faculty? The limited evidence collected here seemed to suggest not. Thus, it can be conjectured that by the summer of 1982 the term Practicum Associate may have earned a place in the archives at Canwest University.

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Space does not permit mention of all those who made this research possible. An N of 1 is deceiving! Without the courtesy, involvement, interest and professional integrity of many diverse people a study of this sort cannot transpire.

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Where would I be without the loving support of my wife, Yvette? To my confidante, friend, intellectual equal, inspiration and multi-talented partner peace at last.

Finally, my lovely boys, Eric, Matthew and Nathan, thanks
for taking the journey. Now, perhaps, we can talk about other things!

In the wall are many doors. Be patient, for
one will open to your key and the land beyond
is oh so fair. . . .

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Chapter 1

INTRODUCTION AND STATEMENT OF PURPOSE

I. INTRODUCTION

In May 1977 the Minister of Education for one of the Western Canadian provinces announced that over the next four years six million dollars would be distributed among the three universities for the provision of an extended field experience for student teachers equivalent to thirteen full weeks in schools. As a result, the extension of the school experience, the location of the practicum and the methods of supervision and evaluation were destined to undergo many changes.

Students were to be encouraged to undertake their practicum in rural districts, supervision was to be given over to many more school-based personnel in the field and evaluation was to become the almost complete responsibility of the cooperating teachers. In addition, each faculty of education was to second a number of practising teachers to join its ranks. The greater number were to go to Canwest, the largest university and the location of this study, but each institution was to draw people from its own surroundings. At the smallest university such people became known as *Secondments*, while at the other, *University Associates* and, at Canwest, *Practicum Associates*.

The number of Practicum Associates at Canwest University has ranged between eight and fifteen over the four-year period with a

total of thirteen for the academic year 1980/81. The latter group included three people who were doing the job for a second year, six with secondary school experience and four with elementary school experience. They were drawn from both the separate and public school systems that surrounded the city, as well as the city itself, and had a variety of backgrounds and expertise. Their major responsibility was to the School Experience Office but they also had duties with other Departments throughout the faculty. As the title implied, however, their major responsibility was in the development of practicum-related activities and most of their time and energy was devoted to this aspect of the B.Ed. program.

II. STATEMENT OF PURPOSE

The position of Practicum Associate at Canwest University provided a unique opportunity to investigate some aspects of the perennial concern for educators: that of linking theory with practice. The purpose of this research was to describe and explain the elements of the daily activities of one such Practicum Associate. Four broad, exploratory questions were used to guide the study:

1. What elements constituted the Practicum Associate's position?
2. Which elements in this study appeared to derive from theory, and which from practice? To what extent did (a) contiguity and (b) contrast exist between theory and practice?
3. What contextual variables influenced the activities of the Practicum Associate?

4. How did the Practicum Associate deal with the contextual variables, and what differences (if any) were apparent in his ability to deal with them, as his experience in the role increased?

The choice as to which of the Practicum Associates was to be observed grew out of the selection procedure used by Canwest. Experienced teachers, with at least five years practical experience and knowledge of the Canwest Teacher Education program were invited to apply. From among these, three groups were formed: (1) those who had taught secondary grades seven through twelve, (2) those who had taught elementary, intermediate grades four through six, and (3) those who had taught elementary, primary grades kindergarten through three. In the final analysis, Canwest hired seven Practicum Associates for the first group, three for the second and three for the third. All seven in the first group had had a variety of experiences, two were also returning for a second year, while two of the three in the intermediate group were returning for a second year. Of the final three, one had been a consultant most recently, another a special education teacher and the other a regular classroom teacher. The choice for this study, therefore, was between this latter person and the intermediate teacher.

The decision to select a Practicum Associate who had gained teaching experience with children in an elementary school fulfilled only part of the intention here. Another important consideration concerned the transition from the school classroom to that of the university. How the Practicum Associate adjusted to the new environment in the initial stages was one such important aspect. Observation

of events from the moment the Associate began the assignment was thought to be crucial. An appropriate methodology used to collect data for this purpose was to be found in that of participant observation. Length of time devoted to the collection of data was also an important consideration in the research design. The conclusion of the first term's work provided a convenient point at which to terminate the study as work loads and responsibilities in the second term were much the same as those in the first. The idea was to observe how the novice adjusted to and coped with the new circumstances in the early days and weeks. After four or five months' experience it was conjectured that things would change and the handling of specific tasks a second time might be affected by experience and therefore, not be relevant to the research as proposed here.

II. SIGNIFICANCE OF THE STUDY

The academic year 1980/81 marked the end of the original four-year cycle for the Practicum Associate program. Although it was impossible to predict if the program was likely to continue, it was conceivable that this year could have been the last. A recent announcement, April, 1981, by the government will see the program continue for one more year at least. In view of the uncertainties that surrounded the program's future it seemed an appropriate time to undertake this study.

Several other education faculties with which the researcher was familiar had tried to address the theory/practice dichotomy and had adopted a variety of ideas to bridge the gap (Appendix A). One such attempt included the secondment of practising teachers for a limited

period of time. Credibility with the field, recent classroom experiences and a familiarity with the "real world" of children were among some of the ideas the researcher had heard both university professors and classroom teachers use to justify such programs. In addition, alienation, frustration, contempt and often open hostility toward those in the university were other characteristics the researcher had found among professionals in the field. After extensive investigation the researcher was not able to find any evaluations of these programs. Informal assessments, mainly through student questionnaires at one Western Canadian university, had revealed positive but inconclusive results. A student-prepared publication at the same institution showed, for example, that most of these positive reactions were found usually to be directly attributable to the personalities of the individuals involved rather than to their knowledge or expertise.

An extensive study of all seconded professionals seemed a little impractical at this time, but it did seem appropriate to begin some research in the area. Based on this premise and recognizing the difficulties of gathering data from across many and varied secondment programs, it was decided to investigate, in depth, one person from such a program. The idea was to observe how an experienced classroom teacher adjusted to and coped with a rather different environment, that of the university. In order to record this adjustment and ability to cope the researcher adopted the role of participant observer. Assessments and evaluations to date seem to have been carried out on people and situations, few seem to have incorporated the reactions from those assessed. The significance of this study lay in the fact that what was observed was an attempt to record things from the point of

view of the observed not the observer. It was incumbent upon the observer to present as accurate a description as possible of the events so that the reader might begin to know what it was like to be the person being described. In the final analysis, what was anticipated in this particular study was a description of a seconded elementary teacher (Practicum Associate) from the point-of-view of that person as he/she adjusted to and coped with a new environment.

IV. DEFINITION OF TERMS

Ethnography

A division of cultural anthropology devoted to the descriptive study of individual cultures where the emphasis is on the descriptive rather than the analytic or interpretative.

Participant Observation

This occurs when the researcher becomes a member of a social situation over a period of time and observes, describes and offers some explanations about that social situation from the viewpoint of the members under study.

Practicum Associate

A Practicum Associate is an experienced, practising teacher seconded to the Faculty of Education at Canwest University, usually for the duration of an academic year.

Symbolic Interaction

Symbolic interaction is defined as the interpretation of individual gestures, actions, words or symbols and the consequent judgement of their suitability to one's own actions.

V. ASSUMPTIONS

Within a month from the commencement of this study it became clear that people had very different ideas about what Practicum Associates were. In order to establish what some of these ideas were, a survey was undertaken of both practising teachers in the field and full-time professors in the Faculty of Education. Two questions were asked of both groups:

What do you perceive is the role of a Practicum Associate in the Faculty of Education at Canwest University?

What do you perceive ought to be the role of a Practicum Associate in the Faculty of Education at Canwest University?

In addition, those who did not wish to offer an opinion were asked to check the appropriate box on the questionnaire (Appendix B).

Only full-time professors were asked to respond to the questions as they were the ones most likely to have had some involvement with the program since its inception. Permission to distribute the questionnaires throughout the faculty was gained from each Department Chairman who, in turn, identified the appropriate people and arranged for the delivery of materials. In the field the request for response was addressed to all central school district administrative offices contiguous to the university, both public and separate. Administrators, counsellors, librarians, special class personnel as well as teachers were all encouraged to reply. The original intention had been to send the questionnaire to all schools but certain administrative problems precluded this. Instead, specific schools were named by the Central Offices involved. These included teachers from kindergarten through grade twelve because all experienced teachers had the

opportunity to apply to become a Practicum Associate if they so wished.

One of the most interesting things to come out of this survey was the fact that forty-one percent of the fifty-eight faculty responses received and forty-five percent of the ninety-nine teacher responses received offered no opinion. Whether this meant they were not aware of what was a Practicum Associate or preferred not to respond there was no way of telling. Nevertheless, among the comments entered by the faculty were the following:

I didn't know there was a "program"—and thus, have NO idea what is done—let alone what should be done. And this, from a person heavily involved with the practicum component of the B.Ed. degree program.

Nobody can have no opinion. Even when you don't have all the facts, as is evident from what precedes, one has an opinion whether one can, or dares, to express it is another thing.

Ten others said, "I don't know."

Among the teachers' comments were the following:

I have little or no knowledge of the Practicum Associate.

Beats me!

Who is a Practicum Associate? What is a Practicum Associate?

Since the position of Practicum Associate seems to be ill defined and not clearly described in this outline and since a quick survey of staff illustrated a 'diverse' perception of this position, there appears to be little point in offering an opinion at this time.

As the data shown below seem to suggest both the faculty and teachers expressed similar responses to many of the questions and both extended what they perceived to be happening to what they thought ought to be happening. The teachers called for the Practicum Associates to spend more time in the schools. Faculty, on the other hand, suggested that team teaching needed to be encouraged on campus

and called for exchanges of ideas between the Associates and themselves. Their emphasis was on representation from within the faculty. They saw this as an opportunity, "to bridge theory and practice" within the confines of the university. Faculty did not see the need for the Associates to spend time in the schools the same way the teachers did. As the following comments attested, some actually expressed resentment at their presence, while still others welcomed their involvement in the supervision of practicum students:

I believe that there's no need for Practicum Associates in the faculty. They are needed in the schools. 13 weeks teaching is ridiculous for that is what has spawned this new breed of people for whom we have to carve out a role.

Ideally, there should be no role! If the university hired competent academic staff, willing to take on the practicum responsibility there would be no need for the Practicum Associate. But most faculty shirk this responsibility.

There should be more Practicum Associates to take on more of the supervision of practicum.

The Existing Role as Perceived by the Teachers

The teachers saw the existing role of the Practicum Associate as one of observation, assessment, evaluation and facilitation; a liaison between the schools and the university; as placement personnel; advisor and critic; involved with teaching some on-campus courses; and, a bridge between theory and practice. Some of their comments included the following:

Coordinate practice teaching with the rest of the university program.

Give directions to aspiring teachers, give practice in the process of teaching. Evaluate, help and encourage. Provide a true picture of what teaching is really like ie: responsibilities and pressures.

Some were not very complimentary, however:

Depends upon the character of the individual, some are helpful, others are on "power trips" and are not interested in the "quality of the student teacher experience."

Little significance at present, unless the Practicum Associate displays more interest in the student teachers than the role appears to be meaningless.

Visit student teachers frequently, be helpful and informative. Presently, they don't do any of the above.

Too varied to respond, some paraphrase what the cooperating teacher has said, others do an exceptionally good job.

The Ideal Role as Perceived by the Teachers

Many of the teachers saw the ideal role of the Practicum Associate as being an extension of what already existed. They advocated the role of advisor and counsellor, particularly in the early stages of the practicum, only more time spent in schools, a liaison role between university and schools, and the ability to provide analyses of classroom management, discipline and other related problems. Among their comments were the following:

Evaluation is fine, but the true role should be to help the student to learn the skills necessary for effective teaching. More time is needed than given at present.

Prepare a programme of instruction to assist student teachers in the handling of routine functions in schools ie: discipline, staff relations—cut the fairy tales—constructive help after observations.

More work exclusively with student teachers, devise courses relating to teaching in classrooms. More consultative to student teachers. More time in schools.

. . . assist cooperating teachers in terms of joint efforts in evaluation and the improvement of the student teaching experience.

The Existing Role as Perceived by the Faculty

The faculty that responded saw the present role of the Practicum Associate in a somewhat similar vein to that of the teachers. Supervision and placement of student teachers, liaison between the schools and the faculty, teaching practicum-related courses, and providing "real-life" experiences were among those similarities most frequently cited. In addition, the in-service and preparatory workshops for cooperating teachers were mentioned often. Their comments included the following:

A field professional fully capable of aiding a teacher candidate to work within a classroom and helping the candidate to learn appropriate responses to the demands teachers face. In short to help "fine tune" the candidate picking up where the Faculty of Education leaves off.

Organize and coordinate field experiences. Help student teachers to interpret and understand their observations.

Ease faculty load in supervision. Add practical expertise.

Again, not all were totally positive:

Role is too confined to the administration of practica—divided into the we/they away from the C and I areas which doesn't aid in improving relationships between the faculty and the field. Much potential that is not being realized.

I don't believe there is a "role!" Practicum Associate is a term which describes where a person has come from and identifies a short-term assignment to a responsibility. The specific responsibilities, job description, a role description is not tied to the term Practicum Associate but is a different dimension completely.

The Ideal Role as Perceived by the Faculty

Ideally, the faculty that responded would have liked to see:

(1) the Practicum Associate's administrative functions reduced;

(2) a team teaching approach introduced in order to integrate the practicum more closely with the theoretical courses; (3) each Practicum Associate act as a resource person to the Department; (4) each of them involved in planning the entire practicum program; and (5) a concentration on the idea, "Their practice, our theory." As two people commented:

Assist in the instruction of C and I courses in their own areas of preparation ie: credibility from recent experiences. Act as a resource person in this capacity—NOT waste time in house-keeping duties, they cost too much!!

Should help in all Departments toward improving the link between theory and practice and complete missing links for professors as a result of recent classroom experiences.

Summary

The comments made by faculty and teachers seemed to have much to say about a Practicum Associate. There was a good deal of consistency among the responses. Both groups spoke of the liaison function, bridging theory and practice, time spent supervising student teachers in schools and the degree of expertise each of the Associates brought with them to the job.

The observation of a single Practicum Associate was not intended, however, to verify what people thought was or should be. As Arensburg (1954:112), for instance, has suggested:

. . . the nature of exploration *in vivo* is just that one does not prejudice the discovery of relevant factors by premature isolation of particular causes.

Although the diversity of ideas among faculty and teachers suggested varying perceptions and expectations it was clear that few were aware of what Practicum Associates actually did. This participant

observational study was an attempt to address this last point and thereby provide a comparison to those ideas expressed above.

VI. DELIMITATIONS

Several decisions had to be made with respect to the choice of a Practicum Associate before this study could be undertaken. Initially, permission to do the research had to be sought along with clearance to attend all the preliminary selection committee meetings. Key persons, with whom the Practicum Associates were to be involved over the year, needed to be contacted also and their approval gained. A final list of thirteen Practicum Associates was presented for approval by the faculty and it was from this group that the choice of a suitable individual was to be made.

The decision to observe a person with elementary school experience automatically eliminated seven people who were secondary teachers. Among the six remaining with elementary backgrounds one, a principal, was responsible for placing student teachers in rural practicum placements and this was also his second year in the program. Both factors led to his disqualification from this research endeavour. Another person was also beginning her second year and was thus also ineligible. Of the four who remained, all beginning their terms as Practicum Associates for the first time, one was assigned to work almost exclusively with Special Education students and another in the placement of students for practicum so that she had little or no direct teaching contact, hence, both were not suitable according to the terms predetermined here.

When the research proposal was finally presented to the two remaining eligible persons one declared some reluctance and preferred not to take part in the study. She was prepared if called upon to be involved later once she had gained experience in her new role. After a brief explanation of the research and with the assurance that no evaluations would be made the last eligible member of the group agreed to the research. Fortunately, agreement by this person fulfilled all the requirements that had been originally put forward. He had elementary school experience at the intermediate level, was beginning his year as a Practicum Associate for the first time and seemed generally receptive and empathetic to the research.

VII. LIMITATIONS

The study of a single Practicum Associate had its limitations. Observations of one person made it difficult to make generalizations about other Associates or extrapolate information. Also, once the decision had been made to study a particular individual the researcher was, of necessity, bound by the limitations of that choice. Extended illness, withdrawal from the program or whatever extenuating circumstances that might have prevailed could each have precluded continuing the research.

Participant observation, as a method of collecting data, similarly had its limitations. It was impossible to observe everything that was happening so the researcher had to make choices. In a group situation, for instance, a single observer could not hope to capture everything that happened. Inevitably, what was observed throughout

the study was constrained by the researcher's ability to write, record or see, what some writers have referred to as selective observations. Furthermore, the researcher had to decide which activities seemed to provide more information. Again, this choice necessitated the loss of some other data which may have been useful to the study.

VIII. ORGANIZATION OF THE THESIS

This first chapter introduces the study. The second presents a comprehensive literature review and provides a conceptual framework. Chapter three, which is in many ways an extension of the second, outlines the research methodology. Participant observation techniques are critically analyzed, methods of data collection and analysis are presented, and specific problems associated with the research, including those of access, entry, bias and ethics, are discussed at some length. An explanation of the procedures used in the study along with a chronology of events, constitute the fourth chapter. Chapter five is the presentation of data. Chapter six presents an analysis of the data. Chapter seven discusses the findings and offers some propositions for consideration. It also recommends additional ideas for further study.

Chapter II

BACKGROUND INFORMATION, REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

I. INTRODUCTION

The implications of a major decision by a Minister of the crown can often reach far into the political and social fabric. Where education is involved such implications affect a large group of diverse people. Extending the practicum component of teacher education, reorganizing the system of student teacher evaluation, encouraging students to undertake practicum experiences in rural rather than urban centres and introducing the idea of secondment involve many university, school and government personnel. The Practicum Associate secondment program at Canwest University, albeit an important part, was really just that, a part of a much broader decision to improve teacher education across the province. This piece of research, therefore, on a single Practicum Associate at Canwest was a very small part of an innovation that became known across the province as the Extended Practicum.

II. ANTECEDENTS TO THE PRACTICUM ASSOCIATE PROGRAM

Chikombah (1979:1) has identified the political process and significant interest groups that played a major role in the development of the extended practicum:

On Wednesday, 4th May, 1977, the Honourable . . ., Minister of Education . . ., announced in the Legislature that over the next four years, 1977-81, six million dollars would be distributed among the three universities in the province . . . in order that a program . . . equivalent to thirteen full weeks of field experience could be introduced.

Considerable pressure, a large number of decisions and a host of different people had been actively involved in the events preceding this proclamation. In some cases several years had been invested, but, as the author pointed out in his conclusion, "no one group got more than the other." The resulting compromise might be seen more, according to Simon (1965:xxiv), as *satisficing* the demands of those involved.

The idea of an extended practicum was not new. Education faculties with which the researcher was familiar had been experimenting with a variety of ways to increase student teachers' practicum experiences. Full year internships, four month in-school experiences, every morning in school for a year, six weeks in schools and six weeks on campus repeated over the year, along with other variations on the same theme had all been tried at one time or another. Despite the differences most seemed to agree, at least on one point, working directly in classrooms with children was one of *the most* effective ways of *putting theory into practice*.

Having once established the principle of increasing in-school activities, however, a number of questions were raised: How long should this experience be? In what classrooms should it be? With what kind of teachers? How were teachers to be selected for this increased commitment? and, the most important question of all; What kind of compensation were the professionals to receive as a result of this

prolonged incursion into their domain? Again, each concern resulted in considerable debate, but it was to this last question that attention was focussed in the final analysis. Release time became the rallying cry and the one which became the predominant issue in the subsequent negotiations. Teacher Association Executives refused to accommodate the student teachers for the extended practicum unless provisions were made for their members. They argued that the increased burden on time, energy, resources, physical and emotional involvement demanded recognition. Preparation, consultation and counselling could only be achieved effectively, they thought, away from the actual teaching situation, which meant time had to be provided. Teachers, they felt, must be given release time to ensure that this service could be made available; thus began an important lobbying strategy in the subsequent negotiations.

Release time, however, demanded a financial commitment, one that the Government was not prepared to meet. Chikombah (1979:139) provided a further chronicle of the pertinent happenings:

On September 9 and 12, 1975, the . . . Separate School Local . . . and the . . . Public School . . . Local, respectively, requested their membership to decline to accept invitations to serve as cooperating teachers in any field experience program offered by the university . . . until such time as satisfactory arrangements were concluded with the Local in respect to alternatives for the extended practicum.

Because of the government's stand with respect to release time it became incumbent upon the Executives of the Teaching Associations to search for compromises. They suggested that if teachers in the field were not to be given financial recognition for their increased endeavours then one way of linking theory with practice was by means

of secondment:

The Locals wanted the government to provide additional funds to [Canwest University] so that the University could hire "University Practicum Associates." Associates are experienced teachers from the school system seconded to the Faculty of Education to help the University personnel in the preparation of teachers. The teachers saw this as an alternative to the provision of release time.

Discussions about this continued until, according to Chikombah (1979: 148), a recommendation for approval and financial commitment was made early in the new year (February 10, 1976) by the Board of Teacher Education and Certification (BTEC). It suggested seconding and paying for teachers to join the University staff. Eventually the government agreed to this request and negotiations between the University Faculty of Education and the Provincial Teachers' Association, on behalf of the Locals, were continued incorporating, among others, the principle of secondment. Built into the same was the provision for annual negotiations between the two groups as to how the finances were to be spent. A first contract was signed in July 1977 for the 1977-78 academic year and a second followed in July 1978, a third in July 1979 and the final one, in accordance with the original four-year Ministerial pronouncement, came in July 1980 for the academic year 1980-81.

The Practicum Associate concept became a reality. Appropriately qualified and experienced teachers were seconded for a one-year term in accordance with the criteria for selection as determined through mutual negotiation between the University and the Provincial Teachers' Association (Appendix C). Both elementary and secondary personnel were sought by means of an extensive advertising campaign in the local school districts and asked to complete an application form (Appendix D). Preliminary selections were made by a special committee and a list of

suitable candidates resulted. The same committee selected the final groups through interview.

A similar format followed in the subsequent years. Only two major modifications have been made since the inception of the program: (1) In 1979 two principals were hired as Practicum Associates to administer the expanding regional placement of student teachers; and (2) Also in 1979 two secondary people were retained for a second year and in 1980 four people were invited to serve another term; two secondary, one elementary and one of the principals. (The policy adopted by the Faculty's Administration had been for only one-year appointments.)

III. THE SECONDMENT OF TEACHERS IN OTHER SETTINGS

The political decision to incorporate practising teachers into the University programs led to the creation of *University Associates* at one institution where they served a two-year term. In addition, they were accorded full academic status including voting privileges at faculty meetings. Similarly, at the third university, where they were referred to as *Secondments*, each was given rights and privileges comparable to those of the full-time faculty.

The notion of secondment itself was not new as a number of institutions had adopted similar models in an effort to improve their teacher education programs. According to Medley (1973), however, little research had been done to evaluate these programs. Two universities on the Canadian West Coast known to the researcher made extensive use of seconded teachers. At both institutions they were

known as Faculty Associates and their assignments usually lasted from one to three years. A unique characteristic was their residing in those school districts to which the student teachers were assigned, for the entire duration of the practicum. In this way they had no other responsibilities and were able to devote all their attention to assisting the students.

A similar model had been adopted in Western Australia where the seconded teachers were called tutor-supervisors. As Marsh (1980:2) has stated:

The tutor-supervisors are all experienced classroom teachers, selected by open advertisement for a fixed term of three years, and accorded full faculty status during their term at Murdoch University.

The concept was first introduced to Western Australia in 1974 and had been documented subsequently by Marsh and Hill (1976). A unique characteristic of the program was the Mobile Laboratory, which was completely and appropriately equipped for student practicum, and based at the school for the entire practice period. Tutor-supervisors were then able to use these facilities for counselling and preparing students without causing disruptions to the schools. Because of the recent nature of this program little evaluation was available although a small study by Marsh (1979:7) suggested some tentative conclusions could be drawn:

The results of this small study though tentative in nature seem to suggest that Murdoch graduates and their immediate supervisors are positively impressed with the teaching skills which the T.S. scheme has developed in recent graduates. . . . Professionalism for example seems to be an area of real strength.

A few informal student evaluations were available with respect to the two Western Canadian University programs cited here but beyond

that and a few statistics over cost and the number of people involved little else had been recorded. As Andrews (1980), a Director of Professional Programs at one of these universities pointed out in his correspondence:

Unfortunately we do not have many evaluative documents in the Faculty Associate Program.

The little evidence that he was able to produce showed that students were positive about the role of the Faculty Associates, praising them for spending extra time and energy beyond the regular expectations. The information, however, was not recorded systematically and there was no evidence available for the previous years.

One of the other Western Canadian universities provided a notable exception here with an extensive report (Dueck, 1980) covering the four years of the extended practicum since its inception in 1977. The role of the University Associate was discussed in this report. As Dueck (1980:23, Vol. IV) suggested:

Linkages between theory and practice were enhanced in several ways.

The secondment of school personnel with classroom teaching experience was part of the extension of Practicum programs. These University Associates assisted in the planning and instruction of supporting course work.

Through a series of questionnaires and interviews over the four year period Dueck (1980:26, Vol. IV) concluded that:

Faculty, teachers and students assessed the University Associate concept (seconded classroom teachers) to be a valuable and useful component of the Practicum program each year from 1976 to 1980 [and] University Associates were perceived to be an important asset with respect to

- a) teaching methods courses,
- b) making student teacher placements,
- c) supervising student teachers, and
- d) designing and conducting in-service workshops.

Despite these efforts, the small beginnings in Western Australia and the informal commendations of other seconded programs elsewhere, the problems that surround the "bridge between theory and practice" remain elusive. The complexities of any teacher education program involve a host of factors including a variety of disciplines, varying philosophies and a diversity of teaching styles. Such programs must provide a strong academic orientation for their students but must also be responsive to the needs of the schools and classrooms to which these same students will be assigned for practicum experiences. These dual expectations make it very difficult though for the university professor does not have the advantage of being in classrooms every day while the teacher does not have ready access to the latest research. Seconding experienced professionals directly into the university would seem to be a promising compromise. Just how promising provided the impetus for this study.

IV. TOWARDS AN APPROPRIATE RESEARCH METHODOLOGY

The political decision to extend the practicum and sanction the use of Practicum Associates necessitated extensive re-organization. University programs had to be modified, teachers hired as Associates and schools made aware of the impending changes. Time, money and a variety of people were needed to implement the changes. Chikombah (1979) has described this process to a point but had not elaborated on the role of the Practicum Associate in any great depth. His ideas have helped to provide a critical focus but as Sargent and Belisle (1957:3) have stated:

All . . . efforts to discover, organize, and relate abstract knowledge about . . . behavior rests ultimately on the depth and adequacy with which they tap into the real stuff of . . . behavior, . . . Furthermore, general abstractions of knowledge have no meaning apart from the test of validation by specific . . . [behaviors] in specific situations.

It may be appropriate, therefore, to suggest that in thinking about the validity and meaning of knowledge of abstract kinds, . . . checking general ideas or formulations against the reality of situations both helps to illuminate the concepts and theories and to guard against losing contact with the "stuff"—the reality of [behavior].

In order to "guard against losing contact and tap into the real stuff of behavior in specific situations" considerable attention was given over to which was the most appropriate research method to use in this study.

Ricord (1980) had attempted to evaluate the program since its inception by means of a questionnaire and structured interview technique. Her data suggested a number of positive and negative aspects: Practicum Associates seemed to enjoy sharing their classroom experiences with student teachers, but they expressed inadequacies with respect to theoretical concepts in teacher education, were frustrated with university politics and anticipated difficulty in returning to the school system. Whereas these findings might be of some value to those involved in the administration of the program they did not seem to explain adequately what it meant "to share experiences," "to feel frustration" and "anticipate difficulty in returning to the school system." A cursory glance at what the faculty and teachers perceived to be the role of Practicum Associates and what ought to have been the role, tended also to re-affirm this point. While the questionnaire provided some useful general insights about the program it was not

able to "tap into the real stuff of the behaviors in specific situations." In order to look at a single Practicum Associate, therefore, a methodology had to be found that would achieve this.

One such method, which seemed appropriate, was that of participant observation and participation within a group or with specific individuals. It provided for information which did not seem to come out in the usual questionnaires or interviews. Whatever was recorded during the sessions, both verbal and non-verbal, was then transcribed in order to provide a description of the events.

Much has been written about this particular methodology. The growing body of literature has resulted in two writers, at least, developing the notion of grounded theory. Glaser and Strauss (1967) and more recently Glaser (1978) have suggested that theory was better generated from a systematic analysis of observable facts and situations over time. They have maintained that descriptive observations, critically analyzed, have enabled theoretical ideas to emerge. The important point has been that each new idea has developed from the last and the theory has continued to be grounded in the subsequent research.

Arguments abound with respect to the efficacy of participant observation. Simon (1965:38), for instance in the context of administration, has criticized researchers for failing to appreciate the value of descriptive studies:

Administrative description suffers currently from superficiality, oversimplification, lack of realism. . . . It has refused to undertake the tiresome task of studying the actual allocations of . . . functions. . . . Until administrative description reaches a higher level of sophistication, there is little reason to hope that rapid progress will be made toward the

identification and verification of valid administrative principles.

In contrast, Webb, Campbell, Schwartz and Sechrest (1966:2) have provided a graphic illustration of the value of observation. When confronted with finding out which was the most popular exhibit at one of Chicago's museums they avoided interviewing visitors and chose to look for themselves:

The floor tiles around the hatching chick exhibit at Chicago's Museum of Science and Industry must be replaced every six weeks. Tiles in other parts of the museum need not be replaced for years. The selection erosion of tiles, indexed by the replacement rate, is a measure of the relative popularity of exhibits.

Perhaps "the tiresome task of studying the actual allocations of functions," as suggested by Simon, has been a reason why researchers have avoided the method. Time has obviously been a factor, but the positive results, as shown by Webb et al., have suggested the effort worthwhile. Hence the reason for adopting the method in the study of a Practicum Associate.

V. THE PARADIGMATIC SHIFT

In the process of providing a conceptual framework or theoretical warrant for this particular kind of study it became increasingly important to consider the historical antecedents especially from the fields of Psychology, Sociology and Anthropology. Psychology and the Behaviourists have had a considerable influence on education. Much of their work has followed the traditional scientific route of the logico-empiricists. Sociology, to a much lesser degree, has provided some insights, but Anthropology in particular has had

little effect on educational research, often being branded as "soft" and lacking in empirical data. Although it was not the intention here to continue the debate over which was a better research method, it was considered important to recognize the paradigmatic shifts that had resulted and which enabled other studies, including those of participant observation, to be undertaken.

Znaniecki (1934), a sociologist, once designated "analytic induction" as the only method to be adopted in sociological research. Lindesmith (1952:492) then suggested that analytic induction was a form of research that was directed toward generalizing universals, a method in keeping with the later Glaser and Strauss' Grounded Theory. On the other hand, the logico-empiricists have argued for "analytic deductions" from *a priori* assumptions. Durkheim (1951), by way of example, has stressed the need to consider social facts suggesting that structures, institutions, bureaucracies and families were in fact real and therefore capable of study. More recently, Husserl (1969), a phenomenological philosopher, Schutz (1966), a sociological phenomenologist and Garfinkel (1967), an ethnomethodologist have suggested, in their own way, a return to the facts. They have advocated observing the actual phenomena to increase their understanding toward a subjective rather than an objective analysis of events as they have been presented in everyday life experiences.

The many arguments have provided much rhetoric and amusing commentaries. Feyerabend (1972:206) in reflecting on the traditional scientific influence on research has suggested:

. . . science is only one of the many monsters which have been created by man, and I am not at all sure that it is the best. There may be better ways of finding the "truth."

Leach (1974:34), a little more cynical about participant observers, has stated that:

. . . the observer is part of the scene that he observes. . . . But God forbid that we should propose the search for mystical experience as a substitute for the pretensions of objectivity. I have no wish to muddle up my scholarly concerns with the ethics of a Franciscan friar.

The following criticism of the phenomenological approach as quoted in Mehan and Wood (1975:210-11) has been typical:

Thinkers in the hermeneutic-dialectic tradition argue *ex cathedra* against the doctrine of scientism. They offer carefully reasoned proofs challenging the logico-empiricist philosophy . . . [but] they continue to embrace science's accomplishments in their daily lives. They reject science's philosophy but continue to turn to physicians when they become ill, to machines when they wish to travel, to telephones when they want to communicate. Few hermeneutic-dialectic thinkers have attempted to build alternative societies. They continue to embrace the accoutrements of science while disparaging science's absolute intellectual warrant.

Mehan and Wood (1975:207) have then gone on to make the case that a compromise between the logico-empiricists and the phenomenologists was to be found in the study of ethnomethodology:

Ethnomethodology is a child of the two. It is an *activity* that transcends them. Ethnomethodology has borrowed its *methodology* from its logico-empiricist father. . . . *theory* has been derived from its hermeneutic-dialectic mother. Ethnomethodology does not choose sides in the war between its parents.

Regardless of the arguments there existed a need to recognize the shift from deductive analyses to consideration of the alternative inductive analyses. Kuhn (1970) in a recent major work has challenged some of the commonly-held assumptions about scientific changes. He (1970:92) has talked about paradigm shifts and his argument seemed

particularly pertinent to the discussion here:

. . . scientific revolutions are inaugurated by a growing sense, . . . often restricted to a narrow subdivision of the scientific community, that an existing paradigm has ceased to function adequately in the exploration of an aspect of nature to which that paradigm itself had previously led the way.

Merton (1963:78-79) has offered a degree of optimism to the debate in suggesting that a:

1. Scientist should not allow himself to be victimized by intellectual facts that rise for a time and are doomed to disappear BUT he must remain flexible receptive to promising new ideas; and a
2. Scientist must not advance claims to new knowledge until they are beyond reasonable dispute BUT he should defend his new ideas/findings no matter how great the opposition.

But it was Kuhn (1970:109-110) who provided the initial focus here:

To the extent, as significant as it is incomplete, that two scientific schools disagree about what is a problem and what a solution, they will inevitably talk through each other when debating the relative merits of their respective paradigms. In the partially circular arguments that regularly result, each paradigm will be shown to satisfy more or less the criteria that it dictates for itself and to fall short of a few of those dictated by its opponent.

Masterman (1970) has analyzed this work further and consolidated the twenty-one different meanings she found Kuhn used for the paradigmatic concept into four. Ritzler (1975) has reduced these to three:

1. The Social Facts Paradigm
2. The Social Definition Paradigm
3. The Social Behavior Paradigm.

Durkheim (1951) has been cited as the exemplar of the Social Facts Paradigm, which has incorporated the theories of Structural Functionalism, Systems Analysis and Conflict. Data in each were thought to be

collected largely through questionnaires and/or interviews. Weber's (1947) work has been exemplified as the model for the Social Definition Paradigm, which has analyzed the way people have defined social facts through individual evaluative processes. The Social Definition Paradigm has Weber's (1947) Action Theory, Parson's (1937) work and the later work of Maclver (1942); Symbolic Interactionism after Cooley (1902), then Mead (1956) and more recently, Blumer (1969); the Phenomenologists, including Husserl (1965) and Schutz (1966); and the Ethnomethodologist, Garfinkel (1967). The method of collecting data has usually involved intensive observations over a period of time. The third paradigm, the Social Behaviorist, has been exemplified by Skinner (1971), Burgess and Bushell's (1969) Theory of Behavior and Homans' (1961) Exchange Theory, in which the researcher has sought to understand, predict and determine the behavior of others. Experimental methods paralleling psychology and real life or simulated laboratory techniques have comprised the major data gathering activities here.

Some reference has already been made to the use of the Behaviorist Paradigm in educational research, particularly in the field of psychology. Similarly, the Social Facts Paradigm has been put into operation through studies of systems analysis and conflict theory, especially in educational administration and psychology. Neither paradigm, however, seemed appropriate to the study of a Practicum Associate. Attention was therefore given to that of the Social Definition Paradigm.

Hinkle (1963:707) in commenting on Action Theory has suggested:

Study of social relationships requires the researcher to use subjective investigative techniques . . . imaginative or sympathetic reconstruction, a vicarious experience.

Critics, however, have disclaimed the theory because of its over-emphasis on objective analysis. They have felt that it missed the very essence of the social relationship under investigation. At the other end of this particular spectrum have been the phenomenologists and ethnomethodologists who have been concerned with the subjective analysis, through the use of introspective techniques, of routine, everyday activities and the modes of consciousness that have maintained them. Garfinkel (1967:vii-viii) has defined ethnomethodology as a way of:

. . . learning how member's actual, ordinary activities consist of methods to make . . . reasoning analyzable; and . . . discovering the formal properties . . . "from within" actual settings . . .

Later he (1967:37) has taken a closer look at those facets "from within":

The "seen but unnoticed" background features of everyday scenes are unexamined, . . . the late Alfred Shutz, . . . described many of these seen but unnoticed background expectancies. He called them the "attitude of daily life." He referred to their scenic attributions as the "world known in common and taken for granted."

Dreitzel (1970:xv) has gone one step further suggesting that people have created their own reality, but only at that moment in time because of its temporality:

Ethnomethodologists . . . maintain that social order, including all its symbols and meanings, exists not only precariously but has no existence at all *independent* of the members accounting and describing practices.

Garfinkel (1967:44) has described a number of incidents which have illustrated this phenomenon and what has happened when the expected

has been thwarted:

CASE 7 My friend and I were talking about a man whose overbearing attitude annoyed us. My friend expressed his feelings.

(S) I'm sick of him.

(E) Would you explain what is wrong with you that you are sick?

(S) Are you kidding me? You know what I mean.

(E) Please explain your ailment.

(S) (He listened to me with a puzzled look) What came over you? We never talk this way, do we?

The ethnomethodological approach had much to commend itself with respect to the study of a Practicum Associate, but as Mehan and Wood (1975:227-228) have shown:

If the purpose of the research is to know the reality work of a phenomenon, then the researcher must begin by first becoming the phenomenon.

Membership cannot be simulated. The researcher must not hold back. The researcher who holds back in the name of objectivity never comes to respect that reality or be respected by its practitioners.

In becoming the phenomenon, the researcher does not enter a reality for the purpose of describing it. Rather than analyze an activity for its truth value, the researcher learns to do it.

"Becoming the phenomenon," while important perhaps to certain situations, was not the intention here. Instead, the decision was made to come as close as possible to the reality of what it meant to be a Practicum Associate, without actually taking on the role.

Thus, attention was turned to the third theory within the Social Definition Paradigm, that of Symbolic Interaction, in an effort to find a suitable conceptual framework and avoid what Garfinkel (1967:viii) has referred to as "promiscuous discussions of theory." Cooley (1902) was an early pioneer in the development of this theory, which was later adopted by Mehan (1956) and eventually expurgated by

Blumer (1969), one of Mead's former students. Essentially, as Ritzer (1975:98) has pointed out:

Mead's orientation required that symbolic interactionists apply introspective techniques and be able to see and understand things from the point of view of the actor.

The application of the "introspective techniques," as defined by the Symbolic Interactionists, in the study of a Practicum Associate's actions, conversations and other deliberations seemed to point to a greater understanding of things "from the point of view of the actor."

Nevertheless, introspective techniques have provided only one part for as Blumer (1962:180) has defined it:

The term "symbolic interaction" refers, of course, to the peculiar and distinctive character of interaction as it takes place between human beings. The peculiarity consists in the fact that human beings interpret or "define" each other's actions instead of *merely reacting* to each other's actions. Their response is *not* made directly to the actions of one another but instead is based on the meaning which they attach to such actions. Thus, human interaction is mediated by the use of symbols, by interpretation, or by ascertaining the meaning of one another's actions.

The theoretical construct of symbolic interactionism, therefore, provided a framework within which to analyze the observations and descriptions that were made of a Practicum Associate. It enabled the researcher to explore many of the details that might otherwise have been overlooked. Blumer (1962) has talked about *Verstehen* in this context, which in translation has meant, "feeling one's way inside the experience of the actor," a degree of "sympathetic introspection." Observations over a period of time combined with what Spradley (1980) has called the use of "Structured Questions," provided for an attempt "to feel one's way inside the experience of the actor," in this case, a Practicum Associate.

VI. PARTICIPANT OBSERVATION

When the researcher has made the decision to collect data in the field through sustained contact, with no *a priori* assumptions, no predetermined questions or interview procedures and with a genuine desire to describe and observe, Junker (1960:v) has summarized the activity thus:

Field work refers . . . to observation of people *in situ*; finding them where they are, staying with them in some role which, while acceptable to them, will allow both intimate observation of certain parts of their behavior, and reporting it in ways useful to social science but not harmful to those observed.

Becker and Geer (1960:268) have continued the theme:

Research aimed at discovering problems and hypotheses requires a data-gathering technique that maximizes the possibility of such discovery. Obviously, the more structured a technique, the less likely the researcher is to find facts whose existence he had not previously considered or to develop hypotheses he had not formulated when he began his study. . . . Techniques which maximize the possibility of coming upon unexpected data include . . . participant observation.

And, McCall and Simmons (1969:Preface):

Participant Observation is intentionally unstructured in its research design so as to maximize discovery and description rather than systematic theory testing. That is, refusing preconceived hypotheses participant observers do not employ *a priori* standardization of concepts, measures, samples and data but rather seek to discover and revise these as they learn more about the organization being studied.

Several researchers have adopted a form of participant observation to gather their data including, among others, Whyte (1955), Wax (1960), Becker et al. (1961), Becker et al. (1968), Spradley (1970), Spradley and McCurdy (1972), and Wolcott (1973).

Other theorists, Hammond (1964) and Glaser and Strauss (1967), for instance, have suggested that studies such as these contrast well

with those produced from a priori assumptions. As Glaser and Strauss (1967:3-5) have stated:

Our basic position is that generating grounded theory is a way of arriving at theory suited to its supposed uses. . . . contrast this position with theory generated by logical deduction from *a priori* assumptions. . . . logically deduced theories based on ungrounded assumptions . . . can lead their followers far astray . . . One canon for judging the usefulness of a theory is how it was generated—and we suggest that it is likely to be a better theory to the degree that it has been inductively developed from social research.

Participant observational studies have encouraged inductive analyses and avoided what Glaser and Strauss (1967:3) have suggested to be the major weakness of deductive inquiries:

When the theory does not fit well, the consequences are a typical forcing and distorting of data to fit the categories of the deduced applications, and the neglecting of relevant data that seemingly do not fit or cannot be forced into the pre-existing . . . categories.

Gold (1958) was among the first to consider the various types of Participant Observation in social research that were typically used for inductive analyses. He identified four categories that Junker (1960:36) has subsequently diagrammed (Figure 1). Based on this earlier work and that developed recently, McCall and Simmons (1969), Ritzer (1975) and Mintzberg (1979), the following general definitions have emerged. The Complete Participant or Participant Observer, on the left baseline of Junker's semi-circle, was the one who became a member of a group under study without having informed the members of the proposed research. The Participant-as-Observer, on the other hand, was the one who became involved in a group or with specific individuals for research purposes, and the one who informed everyone as to the nature of his involvement. Both methods, according to

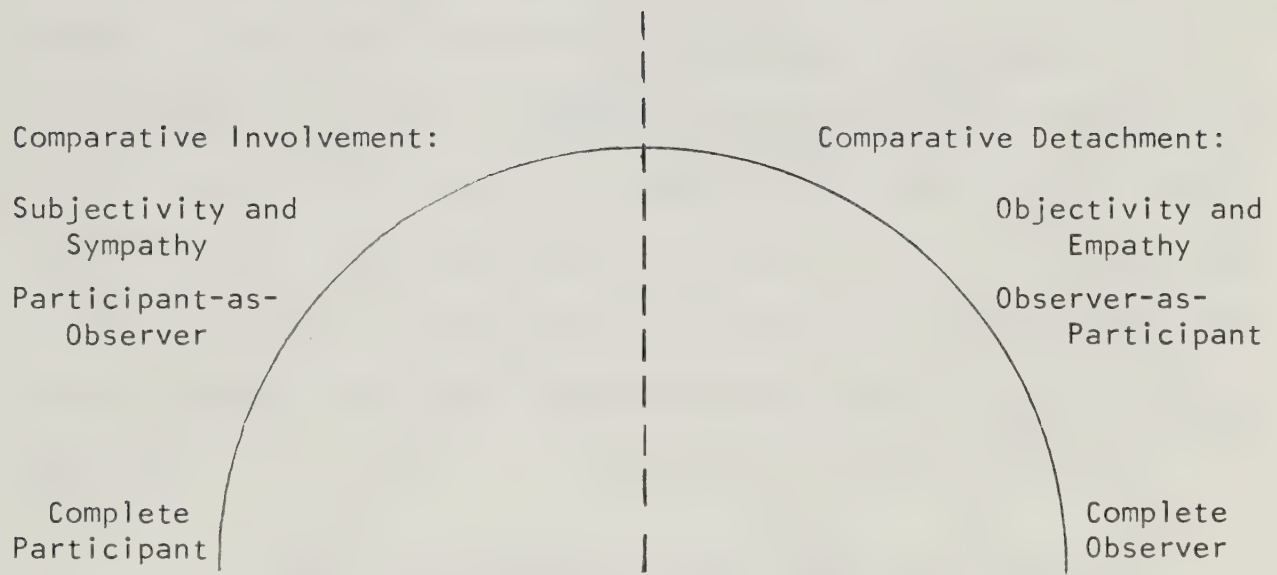


Figure 1

Theoretical Social Roles for Field Workers

Junker, were characterized by a degree of comparative involvement by the researcher.

Where the researcher opted for comparative detachment from those being investigated, seeking an objective analysis through empathy rather than sympathy he occupied the right section of Junker's diagram. Where the researcher spent only a few hours a day observing in a structured, efficient capacity rather than over an extended period of time, he was classified as Observer-as-Participant. The final category included the Complete Observer, who did not participate in the group at all, who may have even opted for observation through one-way mirrors. In weighing-up the relative merits of each approach it was decided that the most effective method for collecting data about a Practicum Associate would have been through that of Participant-as-Observer.

VII. PARTICIPANT OBSERVATION AND ETHNOGRAPHIC RESEARCH

The role of Participant-as-Observer in the collection of data about a Practicum Associate demanded time to observe, an open mind, extensive note-taking and a genuine desire to learn from the actual process about what was happening. Symbolic interaction provided a framework to guide the study while time spent in observation allowed an ethnographic account to evolve. Ethnographic accounts have been traced back to the time of Herodotus 484-425 B.C. who spent much of his time travelling around the world gathering information for his *Historiai*.

Similarly, anthropologists have relied almost exclusively on

their ability to produce ethnographic accounts. As Sandy (1979:527, 529) has suggested:

Among the qualitative methodologies currently in use, the ethnographic method has a long and distinguished history. As practiced by anthropologists, ethnography involves a particular set of methodological and interpretive procedures. . . . [and] begins when an observer, trained in or familiar with the anthropological approach, gets off the boat, train, plane, subway, or bus prepared for a lengthy stay with a suitcase full of blank notebooks, a tape recorder, and a camera.

Leading to what Malinowski (1961:25) has summarized to be:

. . . the final goal, of which an Ethnographer should never lose sight . . . [to] briefly grasp the native's point of view, his relation to life, to realise *his* vision of *his* world.

Achieved through what Conklin (1968:172) has defined as:

. . . a long period of intimate study and residence in a well-defined community employing a wide range of observational techniques including prolonged face-to-face contact with members of local groups, direct participation in some of the group's activities, and a greater emphasis on intensive work with informants than on the use of documentary or survey data.

More recently, researchers using a variety of participant observational methods have produced other ethnographic accounts. Whyte (1955) spent time observing an Italian Slum in New York City. Wax (1960) used the method in a Japanese Relocation Camp. Spradley (1970) analyzed the habits of Skid Row Drunks in Seattle. Becker et al. (1961) took an in-depth look at Medical Students in Training. Cusick (1973) observed high school students in order to determine exactly what school life was like while Field (1980) observed the actions of Community Health Nurses. Several studies have also been done in education. Wolcott (1973) observed a school principal for one complete academic year and Janesick (1977) used a similar approach with a grade six teacher. Hawke (1980) observed a beginning art

teacher, Burger (1978) a superintendent while Boag (1980) observed those events which culminated in several curricular changes being made.

Each of the researchers had one thing in common, that of careful, extended observation of a particular social situation in an effort to understand it more thoroughly. In keeping with the inductive approach suggested by Glaser and Strauss (1967) they were intent to discover what was there, not validate preconceived ideas about what should or might be. As Malinowski (1961:9) has stated:

If a man sets out on an expedition, determined to prove certain hypotheses, if he is incapable of changing his views constantly and casting them off ungrudgingly under the pressure or evidence, needless to say his work will be worthless. . . . Preconceived ideas are pernicious in any scientific work . . .

To avoid using pernicious, preconceived ideas extended observations allow for careful inductive analyses to be made. This method of solving problems or planning a program was appropriate to education. As Smith (1978:363-364), in reference to education, has suggested:

Participant observer research seems uniquely suited to this task because of its efforts to understand events in a culture and system from the point of view of the practitioners in the system.

And, with respect to school principals, Sackney (1980:4) has proposed:

. . . the administrator should be like the anthropologist who studies culture . . . since he is a participant in that micro-cosm (the school), the participant-observer method becomes the principal's main method for data collection and analysis.

Ethnographic accounts and the methods of observation used to collect the data certainly have not always resulted in ethnographies. No matter how carefully the researcher has documented those activities

he has observed, much has been lost. As Van Maanen (1979:548) has pointed out often that which was taken for granted may have become most significant:

. . . misdirection in fieldwork arises from . . . the ethnographer's own lack of sensitivity for the discrepant observation and lack of appreciation for the tacit bases of one's own understanding of the social world.

Douglas (1970) has suggested, for instance, that for the researcher to avoid such insensitivities he needed to adopt what he has called "penetrating fronts." Questions, observations of seemingly trivial events and active listening were the major characteristics of the latter. However, again as Van Maanen (1979:54) has shown, the increasing problems of data collection have made it almost impossible to captivate every important detail:

First, there is the "operational data" which documents the running stream of spontaneous conversations and activities engaged in and observed by the ethnographer while in the field. . . . Second, there are the "presentational data" which concern those appearances that informants strive to maintain (or enhance) in the eyes of the fieldworker, outsiders and strangers in general, work colleagues, close and intimate associates, and to varying degrees, themselves.

VIII. CONCEPTUAL FRAMEWORK

The conceptual framework which was used to guide this study found its roots in the Social Definition Paradigm and the work of the Symbolic Interactionists. The role of Participant-as-Observer was adopted to collect the data. Observations were made over a period of five months and the nature of the observer's role necessitated that everyone at all times was aware of the research. A series of descriptive passages collected over the period of time resulted in an ethnographic account of one Practicum Associate.

Chapter III

METHODOLOGY AND DATA COLLECTION

I. PARTICIPANT OBSERVATION

A report concerning student achievement in schools appeared during the middle sixties in the United States (Coleman et al., 1966). Data were collected through survey techniques, in keeping with the prevailing research methodology at the time, and sought to measure: (1) teacher qualifications; (2) student achievement; and (3) school quality. Although the correlations were found to be low and much of the variance went unexplained, it was concluded, that among other things, school had little impact on student achievement. Although Coleman has subsequently retracted these findings, it is important to realise the initial impact of the study.

In contrast and more recently, Rutter et al. (1979) combined systematic observations over an extended period of time with survey techniques to collect data. These researchers adopted the role of complete observers, as defined by Gold (1958), and concluded that schools had an enormous impact on students. The study was not limited to a number of isolated factors, instead the researchers entered the schools in order to find out what social processes lay behind the many and varied student actions. As Light (1979:558) has stated:

. . . the British study examined the whole and discovered key dimensions of educational programs that only systematic observation over time could uncover.

Not only were the surface behaviours observed but so too were the deeper structures, again as Light (1979:554) has pointed out:

Holistic observation, however, has produced a much richer and more detailed account of the deep structure . . . and the way in which programmatic features are the latent cause of unanticipated results.

Mintzberg (1979:586) has offered a graphic illustration which may be applied to the Coleman and Rutter studies. He has likened any organization such as a school to a marble cake (Figure 2); rich in flows and processes:

Then along comes a researcher with a machine much like those used to slice bread. In goes the organization and out come the cross-sectional slices. The researcher then holds up one of them, shown to the right in the Figure, and tries to figure out what it is he or she is seeking. "Hmmm . . . what have we here?"

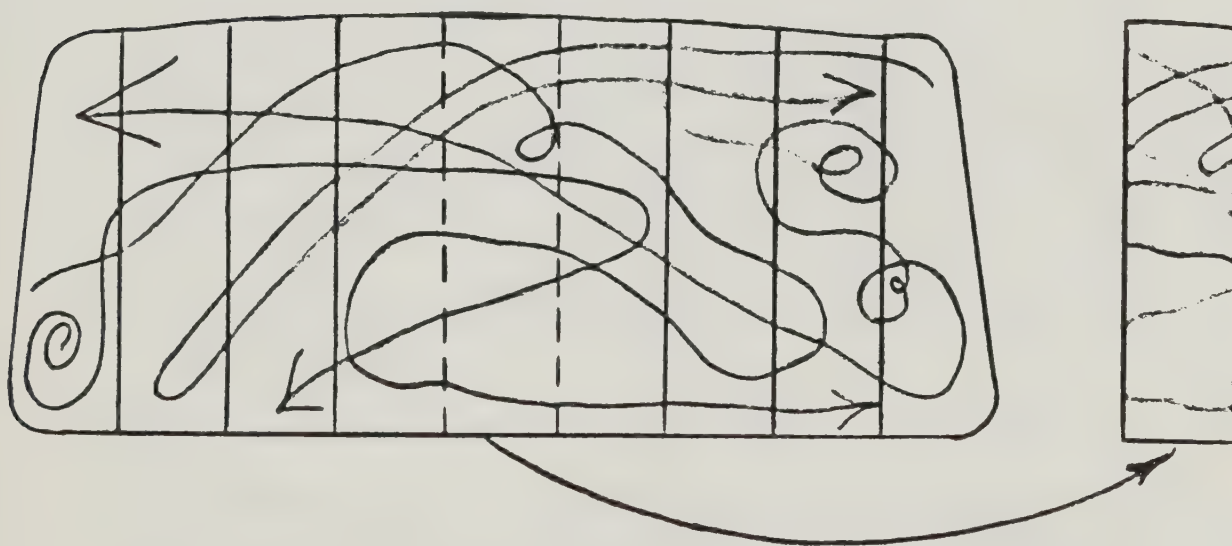


Figure 2

Slicing up the Organization

The result, he has maintained, has been a sterile description instead of "flesh and blood processes." Or, as Orlans (1975:109) has commented in his criticism of researchers who have avoided functioning like detectives:

In touching up dead data with false colors [social scientists] function much like morticians.

Coleman's study, it seemed, concentrated on "a single slice" of the school organization whereas Rutter's study, by contrast, seemed to be concerned more with looking at the "rich flows and processes" across the school organization.

In an attempt to emulate Rutter's study and find an alternative research methodology which avoided some of the problems identified by Mintzberg and Orlans that of participant observation provided a key. As McCall and Simmons (1969:26-27) have stated:

. . . we have viewed participant observation as a style of research characteristically used for seeking analytic descriptions of complex social organizations. This style emphasizes direct observation, informant interviewing, document analysis, respondent interviewing, and direct participation and is made possible in large part by repeated, genuinely social interaction with the members of the organization under study. The use of these techniques is organized by an unusual research design in which hypothesis generation, data gathering, and hypothesis testing are carried on simultaneously at every step of the research process.

It certainly followed Malinowski's (1961:11) thesis that:

The [researcher] has in the field, according to what has just been said, the duty before him of drawing up all the rules and regularities of life; all that is permanent and fixed; . . . But these things, though crystallised and set, are nowhere *formulated*. . . the whole structure of . . . society [is] embodied in the most elusive of all materials; the human being. But not even in human mind or memory are these [structures] to be found definitely formulated.

The method like all research methodologies was not without its limitations. Several writers have addressed these, including, among others Homans (1950), Vidich (1955), Whyte (1955), Wax (1957), Becker et al. (1960), Gullahorn and Strauss (1960), Junker (1960), Dalton (1964), Dean et al. (1967), Becker et al. (1968), McCall and Simmons (1969), Schatzman and Strauss (1973) and Spradley (1980).

Junker (1960:v), for instance, has said:

Field work refers . . . to observation of people *in situ*; finding them where they are, staying with them in some role which, while acceptable to them, will allow both intimate observation of certain parts of the behavior, and reporting it in ways useful to social science but not harmful to those observed.

Then structuring and maintaining the role has been a difficult task, for as Gullahorn and Strauss (1960:153/158) have reported:

One of the most difficult problems faced by the field researcher is that of structuring and maintaining his role. The role he adopts must be one that will gain acceptance by others yet allow him to do the research—all without too much emotional strain upon himself. If the field worker seems too dispassionate or aloof, he will not gain support. Few researchers can remain nonparticipant observers; the mere presence of an observer affects a group. On the other hand, if the researcher becomes too intimate . . . he may find research difficult or impossible.

And Junker (1960:xi) has continued:

The unending dialectic between the role of member (participant) and stranger (observer and reporter) is essential to the very concept of field work. It is hard to be both at the same time.

For ultimately, as Bruyn (1966:255) has warned:

What the researcher says is reality in the minds of those he studies, must be the reality in the same way that they conceive it.

A theme about which Vidich (1955:354) had already written some years before:

What an observer will see will depend largely on his particular position in a network of relationships.

Despite the limitations, Junker (1960:xiv) has suggested the researcher accept them and acknowledge the wealth of latent data waiting to be collected:

The outstanding peculiarity of this method is that the observer, in greater or lesser degree, is caught up in the very web of social interaction which he observes, analyzes, and reports.

Advantages and Errors in Gathering Observational Data

Several writers have discussed the advantages and errors in gathering observational data. Dalton (1964:50-95), for instance, has drawn an interesting comparison between the "Established Circulator" and the "Peripheral Formalist." The latter he has described as the typical researcher who rarely was able or wished to seek out the many and intricate details of the area under investigation. On the other hand, the "Established Circulator," including the participant observer, he has identified as the one who, through established credibility and rapport over a period of time, was able to collect untold amounts of valuable information. However, among the shortcomings of participant observation he has listed the following:

1. Closeness to unique details may limit attempts to classify data, to formulate problems and to generalize.
2. The researcher's peculiar personality may attract him to unrepresentative informants or lead him to identify with some inconsequential subgroups.
3. His presence may disturb the very situation he is seeking to freeze for study . . .
4. When very friendly with his informants, the researcher may unwittingly communicate the answers he wishes.

5. If the researcher is not long in, and around, the area he is studying, he may mistake an unusual event for a typical one and overstress its importance.

Despite these shortcomings he (1964:76) has been optimistic:

Participant Observation allowed unquestioned cultivation of persons who sometimes gave me more help than either they or I recognized at the moment.

And, among the merits he has listed the following:

1. The researcher is not bound by fixed, and sometimes crippling research plans.

2. The technique enables the enquirer to avoid pointless questions . . .

3. Greater intimacy allows the investigator more correctly to impute motives.

4. The participant has a great advantage in getting at covert activity.

5. He has time to build superior rapport before he asks disturbing questions.

6. Also, . . . he can select uniquely equipped "specialists" in different areas of his problem.

7. Finally, in many cases the established circulator is able to work his way to files and confidential data that the peripheral formalist usually never reaches.

Light (1979) has made a number of additional comments with respect to the comparative advantages of the methodology. He has suggested that people were not good at recalling past events when called upon to answer questionnaires, especially if they have been involved in confusing or intensive experiences and the procedure of participant observation has enabled attitudes and actions to be recorded more accurately. In addition, flexibility in the methodology has enabled the researcher to discover interrelationships between elements of the whole. He has made the point also that scales,

instruments and questionnaires have presumed prior knowledge and that people have always responded to questions even if they did not know much about the context.

Back (1960) has pointed to the traits of a well-informed informant in participant observation. He has divided the degree of knowledgeability possessed by the informant into three important categories. In the first place, he thought it necessary that the length and recency of exposure to the salient facts distinguished one informant from another. Secondly, he maintained the position of the person in a group often determined how much or how little information was transferred; and, thirdly, he said the degree of perception possessed by the observer advanced or negated the levels of abstract data. In addition, he pointed out a crucial attribute, that of motivation. He suggested that where informants were involved, had a vested interest or enjoyed the nature of the research, the data were richer and more lucid.

Campbell (1958), in a very comprehensive inventory, has listed twenty-one systematic sources of error that have applied to the human observer and, in particular, the participant observer. Abbreviation, simplification and condensation, he has maintained, have contributed to much detail being lost as the output message always appeared differently from that of the input. Distortion, exaggeration, strong associational interpretations, a bias toward putting things into the context of past experience, the problems of assimilation to expected messages, personal attitudes, reward and punishment, contamination from other associations including prejudice and stereotypes,

and, how much familiarity the encoder already had with the information were other sources of error he has cited. The strong tendency toward an overdependence on a single source of information at the exclusion of all others, erroneously mixed messages and finally the suggestion that people usually distorted information in the direction of conformity with those of their colleagues resulted in "pseudoconfirmation," completed the list.

Further to these areas of concern, usually caused by the subjects and their responses, the participant observer has had to deal with others including a lack of structure, many uncertainties and the strain of maintaining complex, stressful relations with people, over an extended period of time. Bain (1950), Paul (1953), Whyte (1955), and Junker (1960) have offered varied illustrations of the frustrations, stresses, physical and mental fatigue and the magnitude of the task associated with extended data gathering in the field.

Whyte (1955:270) has put it succinctly:

If . . . the researcher is living for an extended period in the community he is studying, his personal life is inextricably mixed with his research.

Essentially, as McCall (1969:128) has tried to summarize, the participant observer has needed to be aware of three important points:

(1) reactive effects of the observer's presence or behavior on the phenomenon under observation . . . (2) distorting effects of selective perception and interpretation on the observer's part; and (3) limitations on the observer's ability to witness all the relevant aspects of the phenomenon in question.

Richardson (1960:124), in another important summary, has suggested that field workers needed to possess both *primary* and *secondary* skills

in order to cope with many of the concerns outlined here. The selection, collection and analysis of data have fallen into the former category, while the establishment and maintenance of satisfactory relationships in the field have been classified under the latter. Further, the author (1960:125) has pointed to twelve recurrent field-relation problems and procedures:

- a) Types of general and specific knowledge about an organization or community obtained before entering the field.
- b) Sources from which information about an organization or community may be obtained.
- c) Preparation for and entry into the field.
- d) Initial field research activities.
- e) The structuring of the field worker's role.
- f) The sequence and timing of field activities.
- g) Incentives the field worker offers informants.
- h) The selection of sponsors and informants in the research area.
- i) Ways of dealing with rumors encountered while in the field concerning field workers and the research project.
- j) Reporting research progress and findings to persons in the organization or community being studied.
- k) The ethical problems involved in field research.
- l) Human relations within the research team and the emotional costs of doing field work.

The McCall synthesis combined with those skills proposed by Richardson provided a comprehensive structure upon which to build an understanding of the methodology and then apply it to the study of a Practicum Associate.

II. PRIMARY SKILLS

Data Collection

Most participant observers have devoted much of their time to explain the methods they have used in the collection of their data (Whyte, 1955; Wax, 1960; Malinowski, 1961; Cusick, 1973; Wolcott, 1973; and Spradley, 1980). Although each situation has remained unique there have been a number of common occurrences that have emerged.

Observation

The collection of information through first-hand observation, according to Junker (1960), required alert attention to detail along with a maximum use of the observer's complement of perceptual abilities and sensitivities.

Schatzman and Strauss (1973) have talked about careful watching and listening and have emphasized the need for observers to (1) be aware of the common incidents, which may be lost to the insiders; (2) consider everything as important; (3) be sensitive to interpreted experiences; and (4) capitalize on whatever such sensitivities may yield. They have called for patience and toleration for ambiguity, ignorance and ambience and they have put considerable emphasis on the skill of listening. Although not directly stated, they have advocated Blumer's role of sympathetic introspection. Eavesdropping on situational conversations, structuring questions and continually reassuring informants that their views were acceptable and important, were among some of the other conditions the authors have cited.

Spradley (1980) has suggested that the participant observer be both actively involved with and yet able to criticize continually the activities, people, and other physical aspects of the situation. He has cautioned the observer to tune into those things that people consciously have attempted to omit (*Explicit Awareness*) and to be aware that most people practise blocking procedures in order to avoid information overload (*Selective Inattention*). He also has suggested the observer don a wide-angle lens so that the seemingly trivial data were not missed and increase his capacity to think about the events under observation. As Vidich (1955:358) has pointed out:

The data secured by the participant observer . . . cannot be independent of his subjects' ability and willingness to report. He is obliged to impute meaning to both their verbal and nonverbal actions. His own experiences, though genuine, are at best vicarious approximations of those of his respondents; he never completely enters their world . . . the observer-interpreter cannot understand . . . meaning unless he communicates with the person involved in the action and gains insight into its meaning for the actor.

Each of the authors have suggested that the participant observer should recognize the fact that data collection will not take place in a vacuum and, therefore, he should recognize the advantages of being placed closer to the action but remember also that his presence is both influenced by and is an influence on the data that may be sought.

Recording

Accurate recording of information has necessitated the adoption of a variety of techniques. Junker (1960), for example, has drawn a comparison between what the observer believed to be a full and fair account of the proceedings including verbatim quotations

and what was considered to be worth adding in the way of personal reflection or interpretation immediately after the observation. Spradley (1980) has distinguished between these two and has referred to the one as a *condensed account* and the other as an *expanded account*. The former has included all the data gathered during the initial observations while the expanded account has included additional ideas recorded immediately afterwards. He has suggested that as much as possible should be captured in the writing in order to avoid what he has called "the tip of the iceberg" syndrome. Both Spradley and Junker have recommended the keeping of a fieldwork journal/diary, a repository for many items that may never be reported, essentially a conversation with oneself. Hughes (1943), in a study located in the Province of Quebec, carried on such a running commentary with himself which he documented thoroughly in his writing and called his *Reconnaissance*.

Schatzman and Strauss (1973) have emphasized the need to take careful notes and have recommended the use of key words, phrases or diagrams to highlight activities. They have identified three important note-taking strategies: (1) *Observational Notes*, intended to be precisely that, gained through watching and listening but without interpretation; (2) *Theoretical Notes* described as being generated as a result of self-conscious and controlled attempts to derive meanings through interpretation, conference or conjecture; and (3) *Methodological Notes*, intended to act as a critique of one's own tactics, a critical reflection of the techniques that have been utilized in the actual data gathering. Becker and Geer (1960:274)

have added a further dimension and have made a distinction between information that has been volunteered with that which has been solicited:

The volunteered statement seems less likely to reflect the observer's preoccupations and biases than one which is made in response to some action of the observer, for the observer's very question may direct the informant into giving an answer which might never occur to him otherwise.

Data Analysis

Strategy, according to the researchers, has been the key to successful data analysis for the participant observer. Schatzman and Strauss (1973) have talked about a working, analytic strategy; Mintzberg (1979) and Sieber (1976) have identified four characteristics for effective analysis; McCall and Simmons (1969) have introduced the notion of strategic propositions; Geer (1964) has made mention of working hypotheses; Rist (1980) has outlined six pointers in this capacity; and Spradley (1980) has built cultural themes and inventories from his strategic domain analyses. A number of similarities have emerged among the writers cited here including that of the working hypothesis. Simply stated the working hypothesis has been precisely that; an idea that has emerged from the data which has either gathered support or been refuted as additional data have been gathered. As Blau (1964) has proposed:

Some of the hypotheses advanced . . . early . . . were later abandoned; others were supported by empirical observations; but even these were often modified and refined in the course of research. . . . The double aim is always to develop and refine theoretical insights which explain reality . . . and to discriminate between the correct and the false explanatory principles.

McCall and Simmons (1969:237) have expanded the notion of working hypotheses (preferring the term proposition to describe the same phenomenon) and have talked about "*Mine-run*" propositions *discovered while in the field*. They have distinguished between those propositions discovered after the conclusion of data collection involving interpretation and inference with those central propositions that have emerged during the research and which have remained as important commentaries at the conclusion of the study.

Schatzman and Strauss (1973) have also talked about working hypotheses. From simple statements, *propositions*, they have suggested, *sets* of ideas have emerged *linked* together by a story line or overriding pattern which, over the period of time, has become evident. They have suggested further that Theoretical Notes, those self-conscious, controlled attempts to derive meaning through interpretation, inference, hypotheses and conjecture made during the research have been "the incubators of the critical linkages."

Sieber (1976) has referred to "if-then" hypotheses, an idea that has been developed further by Miles (1976). These two writers have suggested that the researcher ask pertinent questions during data collection: Was there supporting evidence from elsewhere for particular generalizations or working hypotheses?; Did the evidence hold true for several different people?; Was there any negative evidence that should have been taken into account? and, What else would be true if this particular generalization were also true?

Spradley (1980) has devised a complete system for participant observation studies, what he has called the Development Research

Sequence Method (DRS). Among the twelve steps he has identified, three have closely paralleled the notion of working hypotheses; the *domain*, *taxonomic* and *componential* analyses. A domain analysis has involved searching for cultural patterns while the taxonomic analysis has sought to identify relationships among things and a componential analysis has involved a systematic search for the attributes and components of meaning associated with specific cultural groups.

Rist (1980) has also talked about working hypotheses through the use of a thematic approach. Like Junker, Wolcott, Whyte, Wax and others, he has advocated making notes to oneself, short anecdotes of emerging patterns and a conversation with the mind. He has suggested following Wolcott's (1973) style of making a detailed account about a typical day's activity. One of the most important aspects of Rist's work has been his emphasis on the clarity and accuracy of the descriptive language from which the reader has been able to infer, judge, extrapolate or conclude ideas for himself.

Finally, in the context of data analysis, Mintzberg (1979: 587-589) has suggested that explanations were needed to be accompanied by rich descriptive anecdotes. In order to get at these, he maintained, the researcher had to be in touch with what was going on:

Increasingly in our research, we are impressed by the importance of phenomena that cannot be measured—by the impact of an organization's history and its ideology on its current strategy, by the role that personality and intuition play in decision making. To miss this in research is to miss the very lifeblood of the organization.

III. SECONDARY SKILLS

Access and Entry

Establishing and maintaining satisfactory relations in the field have been contingent largely upon the critical initial stages. Spradley (1980) has suggested the criteria for selecting a social situation to be simplicity, accessibility, unobtrusiveness, permissibility and frequently occurring activities. Rist (1980) has acknowledged the importance of gatekeepers during the early days of the research and Schatzman and Strauss (1973) have emphasized the need to map out the social, spatial and temporal aspects of the organization in advance of the data collection. Most observational researchers have devoted a great deal of their time to the lengthy descriptions highlighting the preliminary stages of their studies (Whyte, 1955; Malinowski, 1961; and Wolcott, 1973). Indeed, most of the writers have suggested that access and entry procedures to be critical to the success of their research. Time, protocol, personal contact and extensive involvement with potential informants and their associates have characterized these initial stages.

Ethics

Closely aligned to the question of access and entry has been a consideration of ethical issues particularly in politically sensitive studies. Rainwater and Pittman (1967) have pointed out that the researcher must be sensitive to the possible misuses of the findings and respect confidentiality. For, as Sudnow's (1965) study of public defenders has illustrated, had he promised his informants anonymity

he could never have provided such detailed findings in his research and yet it would not have been that difficult for an astute newspaper editor to identify those persons being described. The potential for a controversial and sensitive ethical dilemma has prompted Rainwater and Pittman (1967:367) to suggest that:

Ethical issues have meaning only in relation to their human contexts; and the ethically relevant decisions that social scientists make can best be understood by a self-conscious awareness of the interaction between the abstract principles brought to bear and the concrete social situation in which they must be acted upon.

Although not everyone would probably agree, it does provide a point of departure for the researcher who is faced with making difficult decisions about what to include in his final study. Furthermore, as Janes (1961:450) has suggested:

If a social group under observation has a newcomer's role which permits the practice of participant-observation, and if the long-run functioning of the group is not disrupted by the unsuspected observation made by the investigator and his subsequent departure from the group, then there would appear no violation of prevailing ethical norms.

Bias

Everyone has gained a biased perspective on life through professional training, experience or intuition. Researchers have been particularly vulnerable in observational studies for they have brought all of their biases with them. Riley (1963) has referred to this as the *biased viewpoint effect*, where the observer selectively has obtained data or selectively has perceived data. Schwartz and Schwartz (1955:353) have made the point that observational researchers should be motivated to look for their biases, to explore the ramifications of each and to recognize the uncovering of additional biases as

a continuous process of discovery. Schatzman and Strauss (1973:53) have suggested that:

To entirely repress past experiences and their associated observational consequences is neither possible nor useful for the researchers.

In total, the question of bias has meant that the researcher adopt specific strategies, remove inherent emotional blocks, clarify assumptions, reduce his levels of anxiety and recognize that his mere presence will have some effect on the group under observation. Only then will he be able to collect meaningful data for as Schwartz and Schwartz (1955:347) have said:

When the observed become convinced that the observer's attitude toward them is one of respect and interest in them as human beings as well as research subjects, they will feel less need for concealing, withholding, or distorting data.

Where there has been a genuine effort made to control for bias and solicit data comparatively free of distortion, validity has been increased.

Validity

Zelditch (1962:569) has talked about validity in terms of *informational adequacy*. How accurate were the meanings being conveyed and how precise and complete were the data? He also has referred to *efficiency*; the cost in time or energy that would have been required to add further repetitive information.

Credibility of the research findings has been synonymous with validity according to Van Velsen (1967) leading to what he has called *situational analyses*. He has argued for extensive field notes to be included in the final report to permit the readers to analyze and

verify for themselves the ideas beyond the major thesis entered by the researcher, a technique advanced by other prominent participant observation researchers (Whyte, 1955; Becker et al., 1961; Rist, 1973; Wolcott, 1973; and Spradley, 1980).

Vidich and Bensman (1960:188-204) have listed a number of errors in responses that have resulted in misinformation and invalid data. They have suggested responses may have been slanted by informants in order to influence the results; perhaps dramatized so as to reduce prosaic feelings; blocked in controvening cherished ideas; distorted to serve personal ambition; or, rationalized in order to reduce public embarrassments. In order to check the information advanced by an informant the authors have suggested the same respondent be asked similar questions at a later date.

Asking either structured or informal questions of informants has often involved another important technique in observational studies, that of interviewing.

Interviewing

The style, structure, technique or strategy of interviewing either has militated against or has enhanced any communication process. Much has been recorded in a number of observational studies with respect to this aspect of data collection. At an earlier time Roethlisberger and Dickson (1949:283) captured the essence of concern:

The interviewer should remember that the interview is itself a social situation and that therefore the social relation existing between the interviewer and the interviewee is in part determining what is said.

Whyte (1955:302) in his description of how he went about

gathering details on the streetcorner has also addressed the issue:

In my interviewing methods I had been instructed not to argue with people or pass moral judgments upon them. This fell in with my own inclinations. I was glad to accept the people and to be accepted by them.

Later, in another piece of work, Whyte (1960:367-368) expanded on the notion of interviewing:

. . . even the most skilful interviewer will not come very close to a verbatim recording . . . distortion may occur in the process. In everyday life, we often find ourselves quoting a person so inaccurately as to change the sense of what he said. On other occasions, we attribute to someone else a sentiment we ourselves expressed . . . and we unconsciously credited him not simply with agreement but with actual authorship.

Vidich and Bensman (1954) have cited the influence of memory, attitudinal set, level of motivation, anxiety and fear upon information communicated through interviews. Argyris (1952) has shown how those interviewed either withhold information or become deliberately evasive. He has referred to such tactics as stalling, convenient lapses in memory, rumors, irrelevant information, pat answers or stereotyped responses. McCall (1969:133-135) has talked about several issues that influence an interview: the interviewee's knowledge credibility, his ability to articulate ideas, perhaps the overwhelming desire to supply ideas even when they were not available, his ulterior motives, his personal or institutional constraints and his idiosyncratic features.

Interviewing, while important, was only one of the many tactics required before effective observational studies could be undertaken.

Other Tactics in Field Research

Observational studies have often demanded that specific tactics be adopted in the field. To reduce distortion and misrepresentation for instance, Strauss et al. (1964:29) have suggested the following:

Verbal material recorded within quotations signified exact recall; verbal material with apostrophes indicated a lesser degree of certainty or paraphrasing; . . . Finally, the interviewer's impressions or inferences could be separated from actual observations by the use of single or double parentheses.

In another example, Vidich (1955:358-360) has emphasized that an observer's desire to remain neutral or objective, or his failure to make a commitment to the situation under study has often resulted in resentment, hostility or antagonism. Inevitably, such a stance has altered his relationships with those being observed and has ultimately distorted the data for as he (1955:359) has pointed out:

The greater the social distance between the observer and the observed, the less adequate the communication between them.

Thus, he (1955:360) has argued that for the data to be valid the researcher must, of necessity, adopt a tactic that either recognizes this distance or seeks to remedy it, because:

The social positions of the observer and the observed and the relationship between them at the time must be taken into account when the data are interpreted. To fail to take account . . . leads to distortion.

In addition, those researchers, who have written extensively about the tactics they have employed while collecting field data, have helped to provide a further focus. Whyte's (1955) account of how he befriended 'Doc' was both informative and a valuable lesson

in how to gain entry. Some of the suspicions Wax (1960) created among her informants and of which she wrote several years after also provided a useful guide toward distinguishing between truth and fiction in respondents' claims. Cusick (1973) has clearly illustrated another valuable point that despite his genuine effort to become integrated as a complete participant there were still pockets of resistance among those he was studying.

In terms of methodological strategies also it was clear from each study that the researchers had unique experiences collecting their data. Wolcott's (1973) study of an elementary school principal, for instance, included a number of important considerations: (1) How readily he was accepted by the school staff, the school district administration and the students, (2) How he handled sensitive issues involving parents, staff and students, (3) Even simple things like avoiding the role of researcher at special social functions, and, (4) Avoiding the position of confidante or advisor when Ed, his principal, sought reassurance. Similarly, Janesick's (1977) study of a grade-six teacher provided a number of unique experiences: (1) Her role in the classroom among the students, (2) Her presence in the class when things were not going well, or (3) The attitude of the school administration and the staff towards her research.

Hawke (1980) expressed somewhat comparable concerns with his study of a beginning art teacher. He felt particularly uncomfortable with some of the students in the school in which he was observing and as a consequence avoided meeting them again. Finally, Field (1980), in her study of four Community Health Nurses, felt pressed for time. She

had planned to treat each situation equitably, but unforeseen circumstances often precluded this.

The employment of specific tactics and strategies has made heavy demands, however, on the observational researchers. Both physical and mental exertions have created fatigue and strain.

Extraneous Problems

Whyte (1955:297) has addressed the problem of fatigue in his anecdotal comments:

There is a strain in doing such field work. The strain is greatest when you are a stranger and are constantly wondering whether people are going to accept you. But, much as you enjoy your work, as long as you are observing and interviewing, you have a role to play, and you are not completely relaxed.

Because each situation has demanded sophisticated entry techniques, protocol and the identification of key personnel, few people have found it easy to accept refusals dispassionately. This added dimension has created more tension to an already emotionally charged situation. As Junker (1960:105-106) so aptly has illustrated, the observational researcher must be adequately prepared to face the rigours of the task and not like the student:

. . . who promptly transferred to another science curriculum that promised a life-time in the laboratory, safely insulated from most of the personal problems and social pressures in the general flux of human affairs.

Extensive travel, interaction with a varied and diverse population, problems in assimilating large quantities of new data, the discovery of meaningful descriptions and propositions, maintaining good field relations, controlling biases and frustrations, suppressing certain feelings and coping with the many uncertainties common to

observational studies, have constituted a seemingly complex picture. The challenge has been and continues to be one of making it meaningful as Davis (1964:221) has suggested:

[The] intellectual challenge in survey analysis is in the ordering and synthesizing the diverse information . . . There are many questions which might be asked . . . that a thousand different studies could come out of the same data . . . The real job of the [researcher] is to select and integrate.

IV. SUMMARY

Participant Observation and more particularly the role of Participant-as-Observer, provided a unique opportunity to describe and explain what a Practicum Associate did during his first term on campus at Canwest University.

McCall's (1969) three major categories of reaction, distortion and limitation along with Richardson's (1960) *primary* and *secondary* skills for field workers were used to guide the study. So too were some of those experiences that various observational researchers have described. However, in the final analysis the uniqueness of this research methodology has indicated clearly the importance of the researcher's role.

Chapter IV

THE ROLE OF THE RESEARCHER

I. EXPERIENTIAL ANTECEDENTS

The desire to look at the role of experienced teachers seconded to faculties of education had been germinating in my mind for some time. Positive responses towards this idea in teacher education had been made by both students and faculty in a number of Western Canadian universities that I had both visited and in which I had worked:

1. My most recent administrative position at a Western Canadian University enabled me to come into contact with a number of colleagues and students both within my own institution and in the other two across the province:

a. I met regularly with my student-teacher director counterparts in the other two institutions.

b. We toured the province on two occasions to compare notes, meet teachers in rural schools and take a closer look at how student teachers were integrated into the schools.

c. A number of hours were spent assessing the efficacy of the different student teacher practicums.

d. Meetings with Ministry of Education officials included all three universities and concentrated their attention on practicum-related issues.

e. I was involved in a screening process for students who wished to enter the faculty and sat as a representative on the committee responsible for changes in the practicum.

2. Migration to another Western Canadian province for the purpose of continued study brought me into contact with other secondment programs. In addition, I took time to visit the other two provincial universities to talk to people involved in similar activities:

a. I spoke with a group of twelve *University Associates* at the second largest institution and three *Secondments* at the smaller university.

b. A day spent in the company of each group revealed very positive feelings about the respective programs.

c. They spoke highly of their extensive involvement with students, their acceptance into the faculty and the freedoms which the position gave them to become involved with a variety of activities across the faculty and in the schools. Some had been asked to contribute their expertise to the writing of curriculum materials and one person had been asked to help write a book.

d. At the smaller university they were personally known to the Dean of Education who occasionally had coffee with them.

e. Unlike the Canwest Associates their tenure ran for two years.

3. Attendance at a variety of student teacher related conferences and workshops across the four Western Canadian provinces over a period of nearly five years also provided me with additional

information in this regard. I found that many of the sessions, workshops and student reactions were devoted to such needs as the preparation of those teachers who planned to sponsor student teachers, alternative practicum experiences, longer periods of time in the schools and better training in the area of supervision and evaluation. I was particularly struck by the many positive comments both students and faculty made about those teachers who had been seconded to their respective universities for the sole purpose of working with student teachers during the practicum. Regrettably, however, most of these comments were only available in a transitory form or through informal channels and few attempts had been made to collate them. Because of the paucity of the latter, the time seemed ripe to investigate the nature of secondment.

The opportunity to undertake the study of a Practicum Associate at Canwest University seemed too good to miss. Having once made the decision to pursue this end, I tried to follow several important procedures.

II. PERSONAL BIAS AND PRIOR KNOWLEDGE BEFORE ENTRY

As a former elementary and secondary teacher, a school principal and more recently an administrator in a university, I had gained a number of ideas about what direction teacher education programs should have been going. The need to relate the theoretical concepts as actual practice was one among many ideas that pervaded my mind. Although I have always believed very strongly that without a sound

conceptual background potential teachers face untold difficulties in their career, I have also felt that where the theoretical constructs have not been related to actual practice they too have failed to make sense in the student teacher's preparatory stages. New ideas in classroom management, the favourite for both students and faculty alike, have had little meaning as the printed word, but have often come alive when treated as real issues by those who have had the experiences to relate them to actual situations. It has made a great deal of sense when someone has said, "Yes, this idea worked under these circumstances," or "No, avoid this technique at all costs if you find yourself faced with these problems." The ability to achieve this living reality seemed, however, to be directly related to the number of experiences and length of time people had actually taught. Many of those who seemed to be achieving this ideal were teachers who had recently come from the classroom or faculty who had taught extensively before beginning their tenure at the universities. While not all, who fell into these two categories, were held in high regard by their students a great many were, especially those who related their practical experiences directly to the various theories of learning, management skills or other techniques they wished to teach. In my last job I was particularly impressed with the cadre of teachers the university had brought to supervise its practicum programs. Their ability to address some of the practical issues raised by the students certainly seemed to create many more meaningful teaching experiences. Were they typical? Were they representative? There was no way of knowing. It was interesting for me, however, to learn

that similar programs in other universities were being met with similar positive reactions.

The opportunity to have worked in a university also had given me additional insights into the complexities of teacher education programs. I had, as a result of this position, chances to place student teachers for their actual practicum, to select sponsor teachers, to train supervisors and to hire practising teachers to serve in the role of student teacher supervisor and evaluator. In addition, I had been afforded an opportunity to be able to identify both the formal and informal academic and political structures of a university. This knowledge saved me many hours of search and wasted energy. As a result, I had a good idea where to go in order to make contacts with significant individuals, those in positions of authority or power, what Rist (1980) has called the "gate keepers," and to whom to go for additional information.

Knowledge of the university environment, a positive feeling towards those who occupied positions of secondment and a desire to learn more, made my first meeting with a group of Practicum Associates most rewarding. These people were in the third year of the program and were approaching the end of their tenure when I met with them. The group had been invited to host a number of sessions at a major student teacher conference sponsored by the university. I offered my services to help with the proceedings in lieu of a registration fee and spent a good deal of time in conversation with a number of them. This initial introduction at a formal gathering made it much easier to continue to make contacts when we returned to the campus.

My next step was to share the research proposal with those faculty members who would have direct contact with the Associates. Informal reactions had proved to be encouraging but the administration was not convinced about the efficacy of the study. As Junker (1980) had pointed out it was hard to accept rebuff dispassionately, but hope resided in the fact that personnel changed and all I had to do was wait. In the meantime, I carefully followed the preparation of an evaluation report of the Practicum Associate program (Ricord, 1980). Some of its preliminary findings provided a focus for my study and helped, at the time, to maintain a spirit of optimism.

III. PREPARATION FOR ENTRY

A change in the administrative personnel responsible for the Practicum Associate program later in the year was paralleled by a change in attitude toward my study. Cautious optimism led me to speak further with the Associates to seek their reactions to my proposal for research. In the meantime, plans were already underway with respect to the recruitment of the following year's Associates. I moved quickly, therefore, to inform others of my intentions and sought permission to sit in on the preliminary search committee meetings. The latter began soon after the deadline for applications had passed. This committee comprised representatives from both the university and the teaching profession including specialists with elementary and secondary school experiences.

Considerable time was spent assessing the many applications that had been received, over one hundred and twenty. Two groups were

formed, one for those who had worked in elementary schools and one for those who had worked in secondary schools. Preference was given to applicants who had most recently been in the classroom and who had received strong recommendations from their referees. All had the basic requirements as established in the initial advertisement (Appendix C) but close attention was paid to the kind and length of experiences they had actually had. A list of suitable candidates was eventually drawn up and the various committee members were asked to read the appropriate files and be prepared to establish a short list, in their own time, in preparation for the final interviews.

Eventually, forty-nine persons were selected for further scrutiny and of these thirty-six were invited for interview, eighteen elementary teachers and eighteen secondary teachers. These numbers also included those who had applied to return for another year. I had applied to attend the final interviews but my request was unfortunately rejected. The group of secondary teachers finally included five new faces, two males and three females, along with one returning male and one returning female. The elementary contingent was made up from four new teachers, three female and one male, one returning male principal, hired specifically for administrative responsibilities and one returning female. The stage was set, the Practicum Associates were destined to begin their work in the middle of August. I had to wait until that time before I was able to present my proposal to them.

In the meantime, I conducted two pilot studies to learn more about participation observation techniques following the nine

dimensions as suggested by Spradley (1980:78) (Appendix E). I became a participant-as-observer in two separate graduate student seminars at summer school. Access to both was easily obtained as both the professors were known to me ahead of time. Much of my time was spent in both seminars recording conversations, observing clothing and seating patterns and listening to informal talks over coffee. The students were interested in what I was doing and often talked freely about their feelings toward the course, the instructor or the other members of the group.

The fifteen days of observation resulted in a plethora of notes (Appendix F). The experience also provided a somewhat unique opportunity that graduate students do not always receive as they pursue their studies. Instead of being caught up in the milieu of things that such seminars generate; grades, papers, and presentations and the such, I was able to observe the dynamics of the group from the perspective of an outsider. I was a participant in the sense of my presence and occasionally when called upon to contribute but was not continually caught up in the discussions which allowed me to sit back and record in my notebook what was happening. My objective was to become a more perceptive observer so I tried to record as many details as I could. I followed people's seating habits, their dress habits, their writing habits and their methods of making notes (Appendix G). I tried to understand why some contributed more to the discussions than others. In this context I asked a few informal questions during coffee breaks and after class to find out why people were taking the course and what they were getting from it and what

they expected at the end.

Most were there to obtain credit toward a higher category for salary purposes but some felt that the content and level of discussion did add something to their general understanding of education. One or two expressed hostility toward the instructors and what they had to say while one or two others became quite incensed at the ideas proposed by their colleagues. Time did not allow these ideas to be explored further but a cursory analysis of some responses revealed many interesting ideas. People resented having to give up their summers to study and became even more resentful if the course did not equal their expectations. Those who bore this grudge used a number of tactics to air their frustrations. Aggressive dialogue, or total withdrawal, a challenge to the grading system, a controversial paper, a late arrival or even a day or two's absence counted among such tactics. It was fascinating to be able to explore some of these particular strategies with the students for it provided insights into summer school programs not readily noticeable to the wary, credit-seeking student.

At the conclusion of each course I gave each of the students a short questionnaire (Appendix H). This was designed to seek, anonymously, more information about their respective backgrounds and their general reactions to the course. I also shared a number of my observations on the last day of classes with one of the groups (Appendix I). They were intrigued with some of the things that I had noticed. I also expressed my gratitude to them for permission to undertake the exercise.

IV. STRUCTURING OF THE FIELD ROLE

The pilot studies and the suggestions made by several observational researchers (Hughes, 1943; Whyte, 1955; Junker, 1960; Wolcott, 1973; and Spradley, 1980) led to the adoption of a number of approaches in the recording of the data. A verbatim or near verbatim report as McCall and Simmons (1969) have cautioned, was kept in which were recorded both the verbal and, where possible, the non-verbal communications (Appendix J). In addition, a notebook was also kept in which specific incidents were recorded immediately after the main events of each session were concluded (Appendix K). This contained personal reflections on what had transpired, some theoretical notes, after the style of Schatzman and Strauss (1973), and a number of important, what Spradley (1980), has called, structured questions. The latter were designed to follow-up on the particular ideas that emerged from the various activities. As information was accumulated certain "mine-run" hypotheses, as described by Geer (1964) and McCall and Simmons (1969), were generated, which emerged as dominant themes at the conclusion of the study.

A conscious decision was made at the outset to avoid the use of a tape-recorder in collecting data because of the limitations it has been known to place on people and because most of the activities in this study involved groups of people in a variety of locations. Some specific questions (Appendix L) were asked toward the end of the study and the answers were recorded but because only one person was involved the logistics were not too complicated.

V. ETHICS, HUMAN RELATIONS AND EMOTIONAL COSTS

Richardson (1960:125) has dealt extensively with such topics as ethics, human relations, emotional costs, how to accommodate rumours and myths, provide incentives to informants and report the final proceedings. His attention to these details has highlighted the need for the participant observer to be conscious at all times of his role in the research endeavour. McCall and Simmons (1969) have cautioned further about selective perception, distortion and interpretation and they have also emphasized the need for the researcher to be cognizant of the reactive effects of his presence and behaviour. In addition, extensive references have been made with respect to the need for well developed human relations' skills and sensitivity toward those things the researcher has wished to report. What should be included and what should be omitted in this final document certainly became crucial ethical questions. Much of what transpired, for instance, in this particular study, during conversations, observations or with people may have been inappropriate, derogatory or even damaging to the general well-being of those involved. At the risk of being accused of selective perception it was incumbent upon this researcher to exercise continually a degree of ethical censorship.

Attention to ethical considerations combined with the length of time spent in the field, the constant contact with people and the need to keep them informed about the research had its emotional costs. Although there were no major confrontations or difficulties throughout there were days when I sensed my presence caused an unnecessary strain. Access to meetings or groups where I was not

able to explain my presence adequately caused me to feel somewhat uneasy, but fortunately I was never asked to leave any of the events.

VI. OTHER TECHNIQUES UNIQUE TO THIS STUDY

I began the research the first day the Practicum Associates arrived on campus, August 18 and finished December 16. During the first two weeks I spent my time in the company of all thirteen Associates attending their orientation meetings. Then, beginning in the first week of September and continuing for the rest of the term I attended all the classes, meetings and special events in which Neil was involved. A typical week followed this pattern:

	Morning	Afternoon
Monday	Preparation, meetings with colleagues and faculty	Teaching class, meeting with students
Tuesday	Teaching class, meetings with colleagues, students or faculty	Preparation time, working with other colleagues in the preparation of workshops, placing students for practicum and planning program changes, occasional workshop with students and teachers
Wednesday	A regular meeting for all Practicum Associates	
Thursday	Teaching class, meetings with students, colleagues and faculty	
Friday	Meetings, preparation time, school visits in order to disseminate information, occasional social activity and workshops.	

I did not take notes or visit Neil in his office while he was preparing his work. Instead, we arranged to meet over coffee or before class to talk about what he was doing. On at least ten occasions I took time to talk with other Practicum Associates in their offices. They shared some of their frustrations and elations

about their role as Associates with me and helped provide a wider focus for the program. I chose to rely on notes rather than tape conversations or structure any interviews. I did have Neil tape his responses to some specific questions I asked him later in the term (Appendix L). Most of the activities that were observed took place within the education building on campus; in classrooms, meeting rooms, offices, the library and the lecture halls. I also accompanied Neil to the schools in which he was supervising student teachers, to two cities in which he helped present workshops for cooperating teachers, once to the Provincial Teachers' Headquarters for a meeting and on a few social occasions.

While observing the classes that he taught I agreed to be involved in any of the activities he specifically requested. I took part, for instance, in a few simulated exercises he had planned, in the smaller discussion groups and in conversations when students asked for my opinions. I did not actively seek participation and tried to respond briefly when asked for an opinion. Neil felt, however, that he would feel more comfortable with some minimum contributions rather than have me, as he said, "make notes all the time."

Neil kept a student notebook on his desk which served as his appointment diary. He would note everything down which needed doing and plan at least a week in advance, as he said, "If I don't then I'll forget as I have a terrible memory." He asked me to feel free to go into his office any time and look at this record if I was not able to find him or wished to know his plans. He was also very

good about keeping me posted about changes.

Students, Practicum Associates and faculty members became very tolerant of my copious note-taking as the term progressed and some took my presence for granted. A variety of people eventually referred to me as "The Shadow." The students graciously invited me to attend those social events to which Neil was asked to attend. Likewise, with those social activities organized by the Practicum Associates. (At the Christmas party I was asked to charade the role of The Gentle Giant, a part especially chosen for me by one of the organizing Assoicates!)

Neil's active private life and his desire to enjoy his lunch breaks with family or friends meant that meeting times had to be organized around those activities I was actually observing. He was a season-ticket holder and avid fan of the highly successful city ball club, a keen skier and water enthusiast. Leisure time was, therefore, a valuable part of his life and not to be confused with his working commitments. Other than meeting him at those social events organized by the Practicum Associates I did not gather information which was not concerned directly with his work.

VII. SUMMARY

The research route upon which I had embarked had been preceded by a number of years in which I had worked with seconded teachers. More recently I had had the opportunity to look at additional programs in another part of the country. The desire to know more about how they worked came, therefore, rather naturally in

terms of a research proposal.

A review of the literature and research in participant observation had convinced me of the efficacy of that route in the collection of the data. Time, emotional costs and methodological limitations notwithstanding, I undertook this study of a Practicum Associate and collected data for nearly five months.

Chapter V

PRESENTATION OF THE DATA

I. BACKGROUND AND SETTING

Introduction

The Practicum Associate program first became a reality in the Fall of 1977 at Canwest University. Teachers, with at least five years of successful experience at either the elementary (grades kindergarten through six) or secondary (grades seven through twelve) school levels, were seconded to the Faculty of Education from the urban schools which surrounded the university. (Note: The city supports both a public, secular school system and a separate, church-related school system. Teachers in both systems receive similar salaries and benefits and all belong to the same professional associations. The Practicum Associates were drawn from both.) The Faculty, the largest in the institution, has been in the process of preparing teachers for over three quarters of a century. Also it has been responsible for equipping student teachers to work either in rural or urban centres and other isolated areas of Northern Canada.

The University

The university occupies a commanding position overlooking the city. Its large student body is provided with opportunities to study everything from a general arts degree to a doctorate in

micro-biology each year. There are over twenty thousand full-time registered students and several thousand part-time students. Education is the largest faculty, although Engineering follows very close behind. A number of professional schools including Dentistry, Pharmacy, and Medicine along with two theological colleges, a large humanities faculty, a law school and a fully equipped modern hospital attract the majority of students. In addition, the university serves communities scattered across Northwestern Canada. The campus has served both national and international students and has attracted graduates from around the world.

The City

The city, like the university, has grown rapidly and where once open fields were to be found adjacent to the campus housing communities have sprawled. At present, major housing and business constructions are underway and the population continues to increase as the city enjoys an economic boom and a rather buoyant economy. Expanding bedroom communities within commuting distance are also demanding increased services including schools and the local school boards are facing the difficulty of having to build new facilities while the inner-city schools suffer from declining enrolments. The transitory nature of the population has also caused a rise in some social problems and the demand for housing, for instance, has pushed the cost beyond reason. From the humble beginnings of a service centre for a largely agricultural economy it has grown into a major city with the trappings of sophistication that such growth usually brings.

Migration from Eastern Canada as well as recent immigration from around the world have given the city a very cosmopolitan flavour. Jobs are plentiful particularly for skilled tradespeople and salaries are well in excess of the Canadian average. Recently, the city has annexed land for future industrial and urban development making it the largest, in size, in Canada. The present population is expanding almost daily and predictions are that it will top the one million mark before the end of the century.

The Provincial Legislature occupies the opposite river bank to that of the university, within walking distance of the major downtown core. Most of the river valley, which literally divides the city into two, is parkland. This provides a spectacular Fall scene, albeit short and an equally dazzling Spring metamorphosis as the icy grip of winter suddenly gives way to the long awaited greenery. Summer is short, hot, dusty and cherished highly.

Oil, natural gas and other mining deposits provide the major source of revenue for the province and, in turn, the city, although until a few years ago agriculture was the most important activity.

The Process

The Practicum Associates for the academic year 1980/81 arrived on campus for the first time Monday, August 18, at 0900 hours. I had been asked to wait until just after the coffee break to make my presentation so that they had had time to introduce themselves to one another. I entered the room at 1000 hours. (This was to be

the regular meeting room for the rest of the year.) It was windowless. Blackboards and bulletin boards, on which were pinned maps locating the various schools, occupied the two walls adjacent to the door. Boxes were piled precariously against the other walls, some five or six deep. They contained copies of handbooks, letters, student teacher evaluation forms and other sundry materials that would eventually find their way into the schools. I sat on a secretary's chair next to a desk, which nestled close to the wall in one of the corners at the far end of the room. The thirteen Associates were seated around a large block of tables. The meeting was chaired by Paul, the faculty member in charge of the School Experience Office, to whom they were assigned. As soon as he had concluded his remarks, he began to introduce me so I moved closer to the group and sat in one of the vacant chairs at the large table.

I gave them a short history of my past experiences in education and explained the nature of my proposal. Heads nodded in general agreement as I spoke. The feelings from the group appeared positive. I was anxious within myself and hoped internally that my presentation had not put any of them ill at ease. A short adjournment for coffee followed my remarks and then the meeting continued. I remained seated in the room while the rest took time to obtain drinks from the vending machines outside. Nothing was said to me at this time. I asked their permission to stay for the rest of the meeting. No one objected so I continued to stay and make notes. Another member, Kevin, from the School Experience Office, joined this particular session after coffee. I had asked them to take a day or

two to think about my proposal. Everyone dispersed at 1140 for lunch and then reconvened for a two-hour afternoon meeting in the same room. No one chose to react at any time to my proposal.

The first remark was made the following day, Tuesday, during an orientation workshop designed exclusively for the Associates. One of the female elementary teachers approached me during the morning coffee break and suggested that she would not have been comfortable with my presence as a researcher. One of the things that she had been looking forward to in this new job was the opportunity, as she said, "To get away from people and authorities watching her." We made a joke about "Big Brother watching you" and then returned to the workshop activities.

I spent the lunch hour in conversation with those Associates I had not as yet met and used the afternoon coffee break to do much the same. I emphasized to each the descriptive nature of my research and tried to alleviate any anxieties they may have had toward the possibility of it becoming evaluative. I took the risk of procrastinating further on a final decision.

Finally, at the morning coffee break on the third day, Wednesday, the four elementary teachers asked me to sit with them so that we were able to discuss an idea they had collectively agreed upon. All were positive about my research plan but had decided they would feel more comfortable if instead of one person I chose all four. I responded quickly by pointing out some of the impracticalities of going this route. They agreed it might have been too cumbersome. I decided to make a move. I suggested to the female who had spoken to

me the previous day that because she was so heavily involved with special education students the nature of her job did not fit the research design I had planned. She smiled, perhaps out of relief. The coffee break was unfortunately over before I was able to say much more. As we left I assured the other three that I would consider their proposition carefully. The nature of the next session which included all the Associates and addressed some special issues related to the first year of the program and the afternoon session, and which involved introductions to other faculty members concerned with practicum courses, meant a decision was still not made that day.

During the coffee break the next day, Thursday, I sat with Brent, one of those Associates who had returned for a second year in the program. He spoke of some concerns he had about his particular assignment and then I asked him how he felt his new office partner, Neil, a recently seconded elementary teacher, had reacted to my proposal. He mentioned their proposition and I responded by telling him that I had heard about it already. I told him that since hearing about it I had narrowed the choice to three. He replied that from what Neil had said in the office he felt sure he would not obstruct my research and if pressed would volunteer although he had expressed a few reservations about the process. At that crucial moment Neil joined us for coffee. I asked him directly if, now that he had had time to think about it, would he be prepared to assist in the research. He agreed unequivocally and we went directly to his office to prepare for the next stage. I was both pleased with and relieved by his decision.

The Person

Neil Dubois brought to his new job six years of classroom teaching experience. He had taught in three different church-related schools across the city. He had begun his career with a grade three French immersion class, which in retrospect he found to be a most rewarding experience. His subsequent years at another school had been spent with grades five and six, in English only and his most recent year, at another school, had been with grade four, again in English. Fluent bilingualism in Canada's two official languages was part of his heritage. His mother, a former teacher, school board representative and, more recently, active in academic and community affairs, came from an Anglo-Germanic background. His father, a local businessman, was able to trace his roots back to seventeenth century Quebec and a town which bore the family name and, further still, to fifteenth century Belgium.

Neil had been born and raised in the city. He had attended the same separate elementary school for seven years in which he had been instructed almost entirely in French. Likewise, all his secondary grades had been spent in another separate school where he had received instruction in both English and French. He had proceeded to university immediately upon graduation where he had spent a year studying education. Unsure of what he was doing or what direction his life was going, he took the following year off and worked in his father's construction business doing, as he pointed out, "a bit of everything, from driving to digging and labouring to lounging." Convinced that such a lifestyle had no

future he returned the next year to complete his education degree.

Although he admitted that he had "drifted" into education he had found teaching to be rewarding. He particularly enjoyed working with a classroom of children, watching them change over the year. Experience over the years teaching young people how to sail had given him a taste for the profession also.

Neil was the third in a family of seven children. All his brothers and sisters had been involved with university life at one stage or another in their development. As he quipped, "My father only had a grade three education so we were expected to go on!" His older brother had completed courses in engineering and business, those he had considered "relevant" to his work in the family business. His older sister had achieved a Master's degree while the rest were in various stages of either having completed or were working on degrees in home economics, nursing, theology or general arts. Only the youngest now lived with the parents who continued to reside in the original family home. Several were married and had children. Neil expected to become uncle to a fifth child shortly. He had been married five years and he had just moved into his first house after several years of apartment living.

In addition to religion, which had been a fairly important factor in the family, other common features which bound them together included music and a love for the outdoors. All the children, except the eldest, had pursued piano lessons, one or two had even taken voice training and all had learnt how to sail and to enjoy outdoor activities. Neil and his wife were avid skiers and spent many weekends and holidays

in the mountains either with family or friends. Certain holidays, for instance, were devoted to a traditional rendez vous with old friends at isolated cabins for the purposes of extended cross-country skiing trips. Neil had also been involved in competitive sailing. He had taken part in several regattas across the country. He continued to enjoy sailing during the warmer months but no longer was actively involved in competition.

He brought to his new job a quiet, somewhat reserved demeanour but under which lurked a keen sense of wit. Evidence of the latter was often displayed with the interjection of "one-liners" at particular moments in meetings, quiet asides to students, the use of certain materials when teaching and a relaxed manner in the classroom where a lingering smile would more often than not cross his face as he taught or reacted to others' ideas. Neil was small in stature and sported a dark moustache, which matched his thick crop of well-groomed hair. He never looked over bearingly formal, rarely, if ever, wore jeans, but always managed to look smart and yet casual, in keeping with his style of presentation and teaching. He never appeared flustered or pressured to move on to the next task. He always had time to listen and to respond to those who wished to speak to him. His tendency toward taciturnity did not detract, however, from his ability to become involved with the many activities required of Practicum Associates.

II. INITIAL ACTIVITIES

From Monday, August 18 through Friday, August 29 Neil joined his fellow Associates (Appendix M) for an extensive period of orientation. During that time they met with both the faculty and the non-academic staff from the School Experience Office, the Dean of Education, the various practicum coordinators, the Associate Dean of Student Services and members of her office and other faculty involved with specific practica. I was fortunate to be able to attend all of these sessions.

The first session on Monday, August 18, at which I had made my presentation, involved extensive dissemination of information. Paul, a recent faculty secondment from another department to the School Experience Office, chaired the meeting. He spoke, at length, about the political antecedents to the Practicum Associate program, the change in course structures within the faculty, the role of the Associates and the methods adopted for the supervision and evaluation of student teachers. Most of those present made notes as he spoke. Occasionally, he punctuated his remarks with a little dry humour that helped to keep the meeting flowing:

Paul . . . let me see, I have eleven points . . . but then God only had ten!

Your primary responsibility is to the School Experience Office, however, each of you will be working in other appropriate departments. I have tried to make contacts with the departments in order to get you involved in their workings. Each will probably get you involved in departmental committee work in that way you can share your interests with the departments and also the faculty.

Harry What is this working relationship like?

Paul Let me say, out of the six weeks that I've been in this job all that were problems have now been solved!

Paul's continued use of dry wit and his keen sense of humour appealed to the Associates who began to look forward to hearing more as time progressed.

Neil returned with the others to the same room at 1315 hours to hear Paul explain the nature of the extended practicum. Kevin was not present for this session and all, except Liza, sat in the same seats as they had before lunch. She chose to occupy the seat next to Carol, I returned to the secretary's chair and continued to make my notes:

Paul It's the same for all students regardless of background. It's mainly observation with teacher assisted activities. It's largely a self-selection device. Many students discover that teaching is not for them. Cooperating teachers are becoming more vociferous in telling us that certain students are not suitable. . . .

Paul continued to explain the rest of the elementary program and then spent some time looking at the secondary equivalent. He mentioned the fact that during the final phase of a student's time on campus The Faculty of Education assumed total responsibility and the student did not take other courses outside the faculty. He then revealed that faculty members had opted for educating generalists rather than specialists, especially at the elementary level. Brent asked for further clarification of this point while Liza made the point that it was beginning to sound more like the normal school in which she had been trained:

Paul Yes, we are now moving into the seventeenth year of the interim program. Are there any questions?
 (Further explanations were given at this point.)
 Steve, Brent and Dora any comments? (He had asked

these three specifically as they were beginning their second year on the program.)

Steve Any desire for specific topics to be tackled tomorrow? Remember you are dealing with profs, student teachers and cooperating teachers and sometimes you are dealing in very grey areas. What is a Practicum Associate in certain circumstances?

Harry I had a position where the cooperating teacher was threatened by a student teacher and each felt uncomfortable (threatened in the sense of her outstanding abilities).

Steve What do we do in a situation like that?

Harry Is there material available that makes you a good faculty consultant? Some people come on very heavy and you can crush feelings etc. when you don't guard your ideas.

Steve We can work on that tomorrow.

Paul Don't forget how frightened the students are.

Steve We'll look at the group dynamics for this group.

Sara Can we see other groups such as in-service and teacher education ideas with which we need to become familiar?

Shortly after these comments had been made the meeting adjourned for the day.

Orientation Workshop

All the Associates had been requested to meet at a special place the following day, Tuesday, August 19, which was some distance from campus. (One of the Associates, who was beginning a second year in the program, was unable to attend.) Paul also joined the group, which gathered in a spacious lounge, at approximately 0900 hours. An empty brick fireplace occupied one wall in which there was also a door to the outside and glass windows on either side of the fireplace. Easy chairs, arranged in a loose circle, were to be found

in the middle of the room. Steve had set up an overhead projector and screen and placed a host of printed sheets on a small table. Paul began the proceedings by suggesting that outside talent could have been imported to lead the day's workshop but it had been decided that enough talent was to be found within the group. He thanked both Steve and Dora for all the work they had put into the preparation of this workshop, "Dora won't mind if I say that Steve has done the majority of the work."

Steve When I started teaching I was largely a technician and now I have to decide what things not to include. . . . Today I thought we might look at decision-making, personal and group goals and personal values and objectives. Let me tell you a story that happened to me last year and that prompted my thinking for a day like this. A high school student teacher was introducing the topic of the Renaissance to a small group of students, which I was observing, when one of the sixteen year olds came to me and said, "Are you here to evaluate the student teacher? Well I think that you should evaluate the regular teachers in this school!" Wow! I thought how important it is to keep ahead of the teaching business. . . .

He then proceeded to have the group work on a number of communication exercises that necessitated each person thinking at least about new perspectives for understanding familiar problems. He tried to show that stereotyping, narrow mindedness and bigotry could be avoided if things were seen from a different point of view:

Steve I wish that more teachers could become Practicum Associates so that they could see things from another's perspective.

Following a short break the discussion centred around inner beliefs and hidden assumptions. A lively exchange followed the introduction of effective interpersonal skills especially as they related to marriage, stress and other human interactions. Steve

made the point that skills such as these were learnt they didn't just happen. An overhead transparency was used to highlight some of them; self-disclosure, genuine influence, mutual support and the constructive resolution of conflicts. Each member was then asked to respond to two important questions; What am I? (Appendix N) and What do I value? (Appendix O). Just before lunch everyone undertook a self-appraisal exercise designed to show how people related to each other (Appendix P).

Lunch was brought into the room and because it was such a beautiful day everyone chose to eat outside on the patio. One or two opted to take a walk after their meal, others had informal conversations between themselves. Immediately after lunch Dora introduced the group to some difficult problems concerned with classroom management and student teaching. Although these were typical instances their solutions were far from easy. Removal from the situation in which a student teacher was experiencing conflict was suggested but Paul pointed out that this was not that simple. Schools, principals and teachers tended to react rather negatively when students were removed even to the point of declining future sponsorship. Vera had this to say as the conversation continued:

Vera I wonder how our comments will look four or five months from now? After all we have just left being cooperating teachers and don't really know what being a Practicum Associate is all about yet.

Gradually the talk turned to the kinds of cooperating teachers that should be used. Selective criteria were discussed, so too were specific training sessions for cooperating teachers. Each point sparked reaction. Steve then changed the line of thinking towards a discussion of whether students should be allowed to call

their teachers by the first name. (Value judgements and internal beliefs had been the hallmark of the workshop.)

- Paul Ultimately much of what you experience this year will be dealt with against the background of your values so be prepared to handle these changes. Some situations may cause anxieties for you.
- Steve Thus, why you need to gain some theories now to complement your practical expertise.
- Sara Can we become cognizant of the total rationale for teacher education programs? After all, I must be able to defend the philosophy when challenged!

The last exercise of the day involved each person writing down three beliefs they held about education and learning. Steve asked them to preface their statements with the words, "I believe." The results follow:

- . . . that education tells students the big lie and that responsibility means following the orders of those in authority.
- . . . that often we overprotect the children in school. We frustrate them when considering what is right or wrong. We don't teach responsibility we teach through conditioning. We talk about things rather than teaching.
- . . . the teacher is a facilitator-participator.
- . . . children have a respect for property.
- . . . the school goes beyond the class to the broader environment.
- . . . education/learning is flexibility, motivation, understanding and respect.
- . . . it's the right to establish a good class atmosphere and have respect for property and other people.
- . . . it's a life-long curiosity, a thirst for knowledge.
- . . . there should be an environment of democracy where interpersonal skills are fostered.
- . . . learning is the *raison d'être*.
- . . . students have the right to determine rules but schools encourage obedience.

Steve then handed out three more articles including an attitude inventory describing a personal philosophy of education which he had hoped to complete but time had not permitted (Appendix Q).

Also he distributed file cards to everyone present, including himself, and a piece of masking tape. The instructions were to have someone stick the card to your back and have everyone write one positive statement on it. Originally, Paul had expressed concern that my presence at this workshop might have created some uneasiness but at Steve's insistence and with Paul's clearance I joined the group. Certainly, my attendance was justified as the comments I received seemed to attest:

I really think your project is a good idea.

Interesting.

Brave.

Genuine interest in education—good luck.

Very good sense of putting others at ease.

Immediately following this activity those nine Practicum Associates, who had just begun their year of secondment, were asked to organize a picnic for the following Thursday afternoon, the last day of orientation while the other three and Paul discussed a few topics related to the workshop.

Introduction to Ed. Pra. PI

On Wednesday, August 20, the group reconvened to hear Paul describe the nature of a first-year practicum course. The teaching of this course was also to be one of Neil's major assignments during the first term. Considerable discussion punctuated the

presentation:

Paul Now I must change hats and talk about the Ed. Pra. PI. I can't wait until three weeks from now when I introduce myself to the class as Paul and tell them that if they have a problem to go and see the coordinator of PI, his name is Paul, if he can't help you then take it to the Assistant Dean, his name is Paul, and if he can't solve it then you're out(!) (Laughed) We now have coordinators for each of the programs. These people have been given a third release time from their departments, a scheme paid for through the Dean's office. They are to pick-up on loose ends and help coordinate the slippages. (Paul went on to explain the nature of some committee structures connected to these coordinators and then handed out a two-and-a-half page Course Outline for Ed. Pra. PI. He continued to analyze the political antecedents including the criticisms and refusal to accommodate student teachers. He spoke of a proposal from a faculty committee which culminated in the decision to allow twelve units of credit to be devoted to basic teaching skills and knowledge. He then made reference to another committee which had been struck to decide what those skills should have actually been.)

(Continued) The recognition of those skills in the early part of the program with the intention of using them later in the program was part of the basic philosophy. The focus is on what teachers do in the classroom not necessarily the children. We feel this is basic. Observations are based on a sound conceptual framework, if you don't have concepts then there's little meaning. After all a physics lab is meaningless unless you know a little bit about it ahead of time. Ed. Pra. PI is an amalgam of concepts. They are not terribly complex, but they are the things teachers know how to do often without thinking. All students take the course Vocational Ed., Early Childhood Ed., Physical Ed. and this may be the first and last time they will meet. By-and-large two thirds like the program, one third who don't you'll hear about in a few minutes. (Problems over matching special students, second language and industrial education with cooperating teachers were relayed along with making the schools aware of the general expectations. Paul then described the media materials that were used.)

(After a coffee break the dialogue continued.)

Harry What about motivational devices? Basically teachers have monotonous patterns, they need to know other methods.

Paul Yes, motivation needs to be in it but I feel it's a Phase II skill.

(Harry, Sara, Innis and Dora continued a discussion on this topic.)

Innis (Referring to the booklet) It's really a guideline.

(Note: A one hundred and seventy-three page Student Workbook, available from the bookstore, was also a compulsory purchase for every student in this course.)

Harry This is good . . . (Also looking at the booklet).

Dora Careful, you'll be rewriting this booklet!

Paul (After a brief summary of what had been said so far.) (He referred again to the booklet.) Let's look at praise and corrective feedback when faced with incorrect responses. It could be that negative or critical responses are evidence of unsuccessful teaching.

Sara Do teachers plan to teach toward the concepts (as explained in the booklet) so that students know what to look out for?

Vera Are there any studies on praise available?

Harry (Not hearing Vera and reacting to a word he has just read.) Correct, bothers me.

Paul Correct or appropriate?

Steve The trouble is that they only look at conventional schools.

Harry Yes, and the emphasis tends to be teacher-dominated.

Paul Because it focuses on teachers' activities. It was the teacher who chose the activity. I'm inclined, however, to believe that these activities apply to a variety of teaching patterns and styles. They (the student teachers) must learn the system before they can attempt to change it. (Reading the word Communication in the booklet.) We have some concepts that bridge interpersonal communication gaps. We need to get people to do skills in communication.

Steve What about last year's sessions?

Paul I think that efforts last year were largely unsuccessful to say the least. Talking about communication to two hundred and fifty students doesn't work. (He then talked

about Classroom Management Accountability, Transitions and Withitness, which were all to be found in the booklet.)

Steve Has any thought been given in Ed. Pra. PI for encouraging students to react to what is going on in the classroom? A constructive, critical style that is used in classrooms?

Paul (Facetiously) I think these students teachers are a bunch of d____, oh dear Dora is giving me one of those looks—they are not ready to critique yet.

Steve That's not really what I'm getting at here.

Harry I think that Steve is saying that students may not be entirely ready but they can be ready to critique.

Paul Yes, but much of this can be done on campus later.

Harry A chance to assess the situation?

Vera Wouldn't you need to record student behaviours and reactions too, if trying to critique a teacher's style?

Harry Sure.

Paul Lots of teachers learn much without actually realizing and I'm sure this is true of students too.

Anna Yes, students come back on campus ready to discuss ideas about what they have seen.

Steve If we believe that interpersonal skills are learned, as yesterday (referred to the orientation workshop for Practicum Associates) then maybe as part of the program those should be built into the exercise? This becomes a conceptual and philosophical understanding, as Paul mentioned earlier.

Tina The trouble is that they only criticize . . . (At this point Anna, Vera, Steve and Innis began an informal debate on the topic and then everyone adjourned for lunch.)

Introduction to Practicum Coordinators

At 1300 hours on the same day the Practicum Associates were introduced to three faculty practicum coordinators. The meeting took place in a large room on the ninth floor of the education building.

In addition to the faculty members, three secretaries from the School Experience Office joined the session. Paul again chaired and introduced each of the Associates. He referred to me as the "resident researcher." People sat around a rather strange configuration of tables, except the secretaries, who occupied chairs on the periphery close to the door as they were not able to stay for the entire meeting.

Each of the faculty coordinators took time to explain the programs with which they were involved and where each was to be found in relation to the total education degree. Neil's assignment did not include two of the faculty members directly as they were involved with students who wished to pursue secondary teaching careers. The third person, Eva, was to become an important contact in the months ahead for she coordinated a course which Neil was expected to teach. She explained the nature of this particular course.

Eva This phase of the program is still in the process of evolution so I'll just tell you what will happen this year. This will also be my first year as program coordinator. The on-campus portion of the course lasts six weeks, followed by one week for exams. The in-school experience then follows that and lasts for another six weeks. Basically, the first part prepares the student in basic teaching skills including questioning, managing discussions, evaluation techniques and self-evaluation procedures. Eighteen hours of classtime are devoted to this part of the course. It provides an introduction to basic, practical skills.

The classroom experience part of the course allows students to practise the skills they have learned. We don't expect them to be able to do everything at the end of this course. Survival is one of the keys here. We want them to use one or two skills in their lesson planning, perhaps questioning, audio-visual or classroom management skills. The cooperating teacher and to some extent the faculty consultant provide important roles here providing situations where the student teacher might practise the skills. It

may be necessary for cooperating teachers to demonstrate such skills as questioning and various other things that go toward effective teaching if students are to be able to learn more about them.

There are no final evaluations in this course but faculty advisors play a key role in helping the students to identify their strengths. Hopefully, they will plan exercises toward achieving this end.

Well that's all I planned to say unless you have any questions? Dora, have I reported this correctly?

Brent picked up on the point Eva had raised with respect to evaluation and began a short discussion on the differences he perceived between elementary and secondary teachers toward this crucial aspect of the program. Other comments were made in response to Brent, but only those Associates who were beginning their second year in the program spoke.

A similar meeting followed Thursday, August 21 in the same room. Three faculty members, involved with the final stages of the teacher education program, were introduced to the Associates. Again, the three secretaries joined the proceedings, which were chaired by Paul. Information about three particular aspects of the final year of a student teacher's program were related, in turn, by the faculty members present. Everyone was again seated around the tables, some took notes and a few asked questions. After this particular meeting Neil would not be involved with these faculty people as he had not been assigned to work in the last phase of the preparatory programs.

Coffee followed adjournment at 1012 hours. A picnic barbecue, organized by the new Associates, had been planned for lunch but inclement weather precluded this from becoming an outside activity.

Instead of entire families enjoying some outdoor fun a cold buffet was laid out in a corner of one of the lounges and enjoyed by the Practicum Associates, Paul and myself. The weather failed to dampen enthusiasm, however, and the indoor picnic lasted until mid-afternoon.

Introduction to Student Services

Nothing had been arranged for the Friday and so the group did not reconvene until early on Monday, August 25. At that time they met in a large "home economics" room on the ground floor. Stoves, bookshelves and cupboards lined two of the walls, windows another and a blackboard the other. The Associates were seated around a rectangular configuration of tables. Paul introduced them to three of the administrative staff in charge of Student Services. They, in turn, asked that each person introduce him/herself with two pieces of information; where they were from and where they had completed their training.

Two of the administrative staff had to leave immediately and the rest of the session was led by Freda. She picked up on the diversity of information with respect to the Associates' background and training. The fact that many of the Associates had gone through different programs at the same university highlighted one of the difficulties she felt her office had in keeping other people adequately informed. Diverse expectations and program changes, she felt, often made it difficult to help students especially those who were completing their degrees through part-time study:

Freda 1,800 students apply to this Faculty each year and we have 10,000 open files on part-time and full-time students. Some are into their eighth year of the program and still haven't finished and yet the

expectations are markedly different from those they had when they began. In fact the Record Clerks know as much about these, if not more, than we!

She then showed the group a slide presentation which had been prepared especially for new students entering the faculty. After viewing it they were asked to give their critical comments as to its merits and usefulness. Most felt that it was informative and should be used with the new students. Following a short coffee break at 1015 Freda gave out more documents that provided further explanations of the rather complex program structure:

Freda You now have more information than any other faculty member. Incidentally, I offered this orientation to all Department Chairmen for their faculty people and in particular their new sessionals. They all declined the invitation . . .

Little time had been left for questioning but most were anxious to eat so adjournment for lunch followed at 1140 hours.

More Ed. Pra. PI Information

The afternoon meeting only included those Practicum Associates who were involved with the Ed. Pra. PI course. They assembled at 1300 hours in a classroom on the second floor and sat around a number of tables in a 'U' formation.

Eight Associates were present, including Neil, Paul and a visitor from one of the regional colleges who planned to teach the course in his home town. Paul spent a few minutes reiterating the comments he had made the previous week. Innis had prepared an extensive schedule to avoid the conflicts experienced the previous year. She cited anticipating only eight hundred people and ending up with twelve hundred the year before! This highly organized program

of events contained information about all the sections, sixteen in total, and what happened on each of the teaching days from the beginning to the end of the course. All it required was a name being placed next to the appropriate section number. The eight Associates present managed to have first choice and everyone got his/her preference. The other remaining eight sections were to be taught by faculty members and/or graduate students from a variety of departments. Paul handed out two outlines, the first was called an Instructors' Guide and the second, the Instructors' Orientation. The Guide, which was intended for all the instructors eventually, was divided into five sections each corresponding to a major unit in the course. The Instructors' Orientation provided a working document for this meeting and Paul made repeated references to its contents. He mentioned the fact that three major workshops occupied the first three sessions. These were intended to be introductions to important aspects of the ancilliary educational environment.

Paul Each orientation gives the student an assignment to show that he/she has mastered the concept. By the way, the only way to get some students to workshops is to use the buddy system or take them by the hand. I read the riot act on my first day of class including the correct etiquette for getting to a school for the first time . . . (He referred to the appropriate pages in the workbook.)

Innis (She described the role of a Practicum Associate in the capacity of a Faculty Consultant for this particular practicum.) You provide liaison not evaluation. (She then handed out a School Assignment list on which were printed names and the schools they were expected to visit. Some students, she warned, would have already visited their schools before they actually met their course instructors, therefore it was important to monitor those who had not shown up, perhaps, through strategic phone calls and/or visitations. Innis was emphatic on this and entreated the group to be conscientious checking each student carefully, through records if necessary, to

notate withdrawals so that duplication of placement was avoided and embarrassment for cooperating teachers minimized.)

(Continuing) Make sure that schools know who you are and what program you represent. Last year we had calling cards. . . . Remember that administrators are very busy at this time of the year so be prepared for all kinds of problems. . . . The first question students will ask is what is my school; this information is posted on the third floor. Then some will be unhappy and will complain to you. The computer assigns students to schools according to whether they have said they have a car or not and/or the proximity to schools. If changes are requested please refer them to me.

Army (The visiting college teacher) What is the nature of the assignments?

Paul The first is a description of the best or worst teacher they remember. The second is a profile of any student at any level. The third is a description of the basic concepts.

Tina The assignments and exams are decided upon according to general agreement?

Paul Yes, at general meetings. Perhaps I should have made prefatory remarks concerning prescriptive versus freedom. This course has been prepared to help you get started, but it's a guide and is not intended to take away from your creativity, after all that's how you all got this job, you are professional, highly experienced people.

Sara Where is the distinction made between this material and the creative area? What about modelling, is there room for this?

Paul Yes, somedays when nothing is scheduled for that day on the timetable may be the best.

Innis I quickly learned about behaviour and what the teacher does and says, without being judgemental. Become objective, it improves your own teaching skills in this area.

Paul Thinking of interpersonal communications reminds me that I know it's awfully hard to get to know your students meeting only once a week and then only after several workshops in the early stages of the course, but do your best anyway.

Vera How many VTR's are there?

Paul Ten.

Innis Most of the films are used in the course.

Paul Sometimes you can get the students to think about the concepts rather than use the films if they are not available or suitable and then have them prepare lessons for the rest of the group. (He glanced at his watch.) We must have another meeting early next week before Friday so that we don't run into registration. Let's try for Tuesday. I'll send out a circular.

Introduction to Practicum Workshops

Neil left this meeting quickly when it adjourned at 1505 hours in order to join Dora and Eva who had already been meeting for nearly half an hour elsewhere in the building. They were busy planning the first workshop for cooperating teachers. Although Neil had met Eva briefly already this was to be the first opportunity for him to talk directly to her about program details and more specific expectations. This was Eva's first year as coordinator of Ed. Pra. PII and her second as a faculty member. She had been working most recently on the East Coast of Canada, but was born, raised and educated to the doctorate level on the West Coast. (I had decided to seek her out as soon as I had identified Neil for the study in order to gain her permission to undertake part of the research. I had thus spent an hour in her office the previous week talking about my projected role and the methodology I proposed to use. She was empathetic to my ideas and wished me well.)

Dora was already aware of my intentions as she had already served a year as an Associate and had been among those I had approached for reaction earlier in the year. Access to this small group meeting was not, therefore, a problem. Dora's office, the

venue, was on the fifth floor of a newer building and thus possessed some newer amenities. Two desks occupied most of the room although her office partner, a former Practicum Associate, had returned to the school system and her desk had not been assumed by anyone else. A small sink was to be found on one side of the tastefully decorated and carpeted room and a large wall-to-ceiling window occupied another complete wall. It allowed the occupants to overlook a large coffee lounge on the fourth floor, which, in turn, had a glass ceiling towering seven floors above. Dora's office walls were festooned with posters and other elementary school memorabilia. She had taught a number of different grades over the years and had arrived from Central Canada to work in this city nearly twelve years ago.

Before Neil had arrived Dora and Eva had decided that he would have the major responsibility for the student teachers at the workshop they were preparing and Dora would have that of the cooperating teachers. They were leafing through some binders as he arrived. The conversation involved a discussion of what might have been appropriate for the workshop activities:

Dora Perhaps we need to have a brainstorming session this week to see which of these ideas are most appropriate, such things as perception checking and empathy. Is that what you want? (The question had been directed to Eva, who then had looked at Neil.)

Neil They are just words to me, but I'm prepared to go through the binders and learn more.

Eva We should know what each other is doing. Perhaps we should each prepare handouts and give them out to one another as we proceed?

Neil continued to listen as Dora and Eva began to discuss the merits and disadvantages of the clinical supervisory model.

As their attention turned to that of the cooperating teacher in this capacity he took the opportunity of glancing at the materials they had been looking at before he had arrived. Neil excused himself from the meeting at 1600 hours.

The three continued their meeting first thing on Tuesday, August 26, in Eva's office. This time they found themselves in an older office. Cream coloured walls were interrupted by dark brown bookshelves, a small blackboard, a bulletin board and a window six feet above the radiator. An old, ill-fitting carpet covered part of the floor. Eva had brought plants in to provide some colour and pictures, evidence of her most recent habitat on the East Coast, were plentiful around the room. She spoke quietly but with assurance and punctuated what she had to say with an infectious smile.

Attention was first given to the idea of placing two students with one cooperating teacher during the practicum. Eva felt this had merit depending on the strengths each of the students brought to the school. It also helped to alleviate the problem of having insufficient teachers. She then turned her attention to consider how much time Neil and Dora were expected to give to this particular course:

Eva This is essentially a meeting to work out your programs. The half, third and quarter breakdown of workload is often very confusing. I'm not sure just how much time you should devote to this particular course.

Neil I'm at a loss here having not been here last year, so what's my involvement in the practicum—roughly?

Dora Roughly! Last year we didn't have a leader like Eva so things may be different this year. We worked as a group of three and supervised eight to five students in the schools. It was hairy and we swore that we wouldn't do that again.

Eva I would think that fifteen students is the maximum number that you would be expected to supervise. I've had more therefore I know. You are doing the assignments Dora so you can arrange the number of students each person gets.

Dora We didn't know last year that there was more to the role than what we were actually doing.

Eva I think that you are expected to be involved in some way with the workshops for cooperating teachers too. We can balance things out.

Neil It sounds busy!

Dora Neil has to be on campus for Ed. Pra. PI so I'm not sure that he can cope with fifteen students when the time comes.

Neil I don't have to supervise but just drop off materials at the sixteen schools.

The conversation continued along this line for a few more minutes and then Dora asked if it were possible to cluster students in schools in order to reduce faculty travelling time. Neil responded by showing her a list that Innis had prepared for the Ed. Pra. PI placements, in which school groups had been made available for ease of travel. Eva wondered about the practicality of this for Ed. Pra. PII. From this line of thought questions began to emerge about the kinds of cooperating teachers that should be used. Should they have gone through a training program before being allowed to have a student? Who determined their status as an excellent or poor sponsor? Dora was able to shed some light on this as a result of her visit to a neighbouring province where considerable work had been done in the area:

Eva We need to start now to identify teachers who'll get involved in planning for the following year. Somewhere, someone has to ask for names; I'll know as we look at a list which to select as your facial expressions change.

- Dora When we talk about the changing role of faculty consultants one of the most important aspects is credibility in the same school so that rapport is established and maintained among new faculty consultants and the teachers. At the same time we must also avoid getting the cold shoulder from the new schools where placements have just been made.
- Eva Yes, that's a really good idea. We need not prolong this. Is there anything else?
- Dora Is tomorrow just a brainstorming session?
- Eva (Nodded)
- Neil (Took advantage of having Eva present and asked for more clarification with respect to Ed. Pra. PII). Is there a text?
- Eva You may or may not use it.
- Dora There are some excellent chapters.
- Eva The style and manner of presentation are not what I really like.
- Dora It's available in the bookstore?
- Eva Yes, there should be more than enough. Do you use it Dora?
- Dora (Nodded) You can get yours free Neil.
- Eva Yes, pick up the necessary form from the office and get your own copy.
- Neil What's its name?
- Dora Something along the lines Handbook on Teaching Skills.
- Eva You need to look at it before deciding if you'll use it. I have ordered three hundred and fifty.
- Dora Is this just a credit/incomplete course?
- Eva Yes, although there should be some kind of standard established, perhaps in the area of attendance or something. Last year I was two weeks into this before I realized it was a credit/incomplete course. Didn't anyone tell you last year?
- Dora You too! We got so used to not being told last year! Any more questions?

Eva I wish I knew more so that I could tell you Neil.

Neil Don't worry I can wait.

Eva Right! I don't think that you'll find something in this you can't cope with. There's a red binder, which contains information and ideas from previous years, available to help you.

Dora There are others around who will help and we have our previous lectures on file if you should need them.

Eva If you decide not to use the texts there'll be a cost for handouts you might use. Students don't mind paying about \$5 or thereabouts if no text is used. In fact, they are quite happy about this.

Neil took a good deal of information with him and spent the rest of the day reading it through.

Introduction to the School Experience Office

Wednesday, August 27, began with another meeting for all the Practicum Associates at 0900 hours. Kevin, from the School Experience Office, chaired the session, which was held in the windowless room, and used the time to explain the office procedures they would need to know in order to understand how things operated. He said that the office handled over four thousand student teacher placements and paid out something in the order of six hundred thousand dollars honoraria to cooperating teachers. He then explained the complexities involved in the recruitment of the latter along with other office procedures:

Kevin Many teachers sign up and then forget when the time comes for them to take a student. Some have particular requests and may not want first-year students. Sometimes we don't have enough and so we may require a phone blitz to canvass more cooperating teachers. Please, Practicum Associates when you talk to Department people here on campus check with us before you commit any decisions. This year has been an education for me in finding out

what the computer can do. It takes many hours and therefore we are not that far ahead yet. Many faculty don't understand the workings and don't like the idea of the computer anyway. Please relay your information of changes back to the office. We have developed some forms that will keep the girls informed. . . . We would like the Practicum Associates to deal with complaints by students in order to take the pressure away from the receptionists in the general office.

. . . Please, politely remind your cooperating teachers that their honoraria will only be paid after they have submitted all their forms to this office.

. . . Postal codes are very important for every piece of mail that goes to the main post office without a postal code is subjected to an additional twenty-five cent charge.

. . . Please communicate your problems directly to us. We can't deal with rumours. Here is what our office girls do. (He handed out copies of job descriptions).

. . . Try not to give them things that you require done that day; we expect high quality work from our girls.

. . . Please give information to the girls about your timetables and where you expect to be during the day. It eliminates emotional frustrations.

. . . Use the local school dispatch system for mailing things to schools.

. . . Duplicating facilities may be found through the back door of the _____ Department with whom we share the machine. If it says "Call Operator" ask one of our girls. Please be sensitive to the usage of the machine. The history of the shared machine has been somewhat dicey. . . . If you have more than fifteen copies please have them printed not xeroxed.

. . . Materials that you purchase under ten dollars may be paid for out of petty cash. Over that amount and you'll need an indenture from the office. Receipts must accompany claims.

Kevin continued to talk about many other things, long distance phone calls, committee structures across the faculty, the use of the computer and the compilation of school files. Almost everyone took notes as he spoke. Only two or three questions were entertained

throughout the presentation and when Dora tactfully suggested time for a drink he declined the offer and continued. When adjournment was called everyone left quickly.

A Chance to Synthesize

Paul had called another meeting for 1300 hours on the same day. The group reconvened in the same room to hear what he had to say.

Paul I thought we might use this chance to synthesize some of the activities you have been introduced to over the last few days and furthermore brainstorm what we might do for the next year together as a group of Practicum Associates.

Sara I should like to say, first of all, thank you to all who organized the last two weeks for us. Warm fuzzies to you all.

Anna Yes, especially those people who were here last year.

Spence We have been able to learn much from you. A luxury that not everyone has in a new job.

Tina When will they know if the Practicum Associate program will continue?

Paul Well it's gone through the faculty and is now into departmental budgeting.

Steve That reminds me, some of you may be involved in planning for next year's Practicum Associates, if they are around. Why don't you jot down the strengths and weaknesses of the program as you see them so they won't be forgotten? Do it as soon as possible.

Sara Yes, but not yet for we don't know everything yet.

Tina I feel comfortable at this point in my preparation.

Clinical supervision and the role of faculty consultants and hence that of Practicum Associates added to the discussion. Paul suggested they prepare a position paper for wide circulation throughout the faculty. Steve felt this to be quite a task as they

were not able to define what a consultant was or how much time such a person should spend in the schools with students and teachers. From supervision the conversation moved easily into evaluation. Where the latter had been largely given over to the cooperating teachers in the evaluation of student teachers the group suggested it was crucial for them to keep in touch with schools, maintain effective liaisons and personal contacts. One method of achieving such an end was through workshops for cooperating teachers:

Liza Well true, but first we must work on defining roles for cooperating teachers.

Tina Role definitions! One hour of good, specific stuff rather than talking about "chit-chat" things might be worthwhile otherwise there's little professional growth. Don't form groups to discuss things unless you have something to say.

Liza Avoid candy-coating; half-an-hour instead of a whole day could achieve this. Put down ideas in point form in order to stop wasting time.

.

Paul Let's continue in-service sessions some of it is good.

Liza Yes, but I have returned from some in-service sessions with other cooperating teachers who were annoyed at wasting time. Others have rated them great.

.

Spence Different groups of cooperating teachers need a sequential program.

Paul Yes, advanced in-service for those cooperating teachers who are returning and who have already been through the initial workshops.

Sara What about cooperating teacher recruitment? I know it's difficult but ignoring it doesn't mean it'll go away.

Tina Politics! politics! I've never had that kind of experience.

Liza Let me tell you . . . (Some laughed at this comment.)

At this stage in the discussion someone expressed disappointment that the same problems seemed to re-occur each year. A call for continuity was made in order to give the Associates some degree of credibility:

Steve In a month and a half from now we will be asked to sit down with the people from the field experience committee of the Teachers' Association to discuss exactly these points.

Paul One of the hidden agendas in the Practicum Associate program is to return the converts to the field after one year in the university so they will sell the faculty's programs.

Tina Does that mean that it's possible for all of next year's Practicum Associates to be totally new?

Harry Are they converts or critics?

Paul Let me say that I'm not sure that I want a half and half arrangement as you seem to be suggesting. I rather enjoy the one third that we have at this point. This is the first year we have had an elementary person return.

Dora (Reacted to this comment.) Why is elementary so different from secondary? Why do elementary people have more problems along the way?

Anna Perhaps it's something to do with the traditional values?

A short discussion ensued at this point. A distinction between the way in which elementary people were handled within the faculty was made with that of the way in which the secondary group were handled. Those Associates who were beginning their second year in the program were not able to cite particular examples but felt the new members should be aware of this fact. Paul reassured them all that now the faculty had chosen to have coordinators for each of the programs this should not be a problem.

Another meeting, scheduled for 1400 hours, necessitated ending

this debate. Neil and Dora were the only two Associates involved, but their leaving enabled the others to adjourn.

Introduction to Ed. Pra. PII

Eva had called a meeting for all those instructors involved with Ed. Pra. PII, one of the courses Neil would be teaching. They met in a classroom on the fifth floor. Four large tables formed a block in the centre of the room. A portable blackboard on which was written some information pertaining to the course occupied one corner and Eva sat on one side of the table arrangement with her back to the windows. A large blackboard occupied one of the walls and a number of blank bulletin boards the others. The room was somewhat sterile and lacked any break in the monotonous dull paint work. Opposite to Eva were four ladies, three who had taught the course before and one newcomer. Neil and Dora sat at either end of the tables. Another male faculty member sat with his back to the windows. Not everyone who would be teaching the course was present:

(Some editing of the longer speeches has been made.)

Eva (Program Coordinator) (Handed out a Course Outline which incorporated objectives and rationale) We need to share ideas today that will be effective in the course. Here in Phase II students are not considered to be fully fledged teachers—working in small groups on specific teaching skills such as questioning and classroom management. Phase III is an opportunity to learn and practise extensive teaching skills. Ed. Pra. PII is a chance to learn the skills they will practise in PII. It couldn't possibly do everything in eighteen hours just provide awareness of specific activities for later consideration. We need to have some common areas so that when we meet other students who are not in our group we are comfortable coping with them. We need to agree on essential strategies.

(A second outline was given out at this point. It was a copy of the course from the previous year.)

Before discussing this we need to agree upon what lab time means. Perhaps another ten hours in lab time is necessary. How do you feel about this?

Iris & Irene (Both have taught the course) (They made some comments.)

Eva (Continued to explain the program rationale.)

Iris We need to say something general to all students, here's what they are doing rather than something that is too inflexible.

Dora Last year we went into schools and Ed. C.I. and PII people were not the same people preparing the assignments, therefore students arrived in schools without specific tasks to accomplish.

Iris (Talked about generic skills.)

Irene Let's not be too restrictive.

Iris It would be nice if we could say this is what we want to do and then do it.

Eva Let's leave room for flexibility.

Irene Not too inflexible, however.

Neil Do student teachers double-up with cooperating teachers?

Iris That's flexible.

Eva We need to provide guidelines for student and cooperating teachers. What about the use of lab time?

Dora I was only three hours ahead of the student teachers and therefore didn't use lab time that much last year. Would you use it Iris?

Iris I haven't spent it with the student teachers, my timetable wouldn't allow for it. Peer teaching is always positively received and there are fewer bitching sessions.

Eva Maximum of two hours per week is what to expect.

Dick (Had taught the course before.) Based on the one hour per two hour lecture.

Irene They have every afternoon free for schools etc., therefore, I don't feel badly about asking for more.

Iris (Interjecting) Oh go ahead Eva.

Eva What about the recommended text-book?

Iris Yes, it's only thirteen or fourteen dollars. I think that all students should buy it to maintain commonality—that's a very personal opinion, but it means cooperating and student teachers have a common basis.

Dora I agree that certain basic concepts should be agreed upon so that when we teach other students we know they already have the skills.

Dick (Asked a number of questions concerning the content of a prior practicum course for clarification.)

Iris (Read an outline. Everyone listened intently. Some expressed openly that they were not aware of these ideas beforehand.)

Eva Let's start to agree about course content before deciding on whether the text should be purchased by all students. I want you to give me ideas so that I can write them down briefly for you to expand later in your classes.

(At this point a debate arose among two of the females over the issue of how you could plan something before knowing what the students' needs were.)

Dora (Waited for a pause in the above discussion, having not been involved.) I believe that communication is paramount to the whole program.

Dick Yes, but there's so much and so little time. (Another long pause)

Dora (In a quiet voice) Are you still wanting topics?

Eva Yes.

Dora Classroom management is a big topic with all the student teachers.

Dick May I add a word to that too? Yes, that's a big one.

Eva Perhaps we should start with last year's outline, it might be more efficient?

Iris I will not give out last year's outline, it is too complex and is too much to explain to all student and cooperating

teachers. (She made a number of asides to Neil, who was sitting close-by in the hope that he might say a word or two, but he was quite prepared to listen.)

Dick (He left at 1530.)

Dora What about looking at the form that we use for cooperating teachers to evaluate student teachers. Why don't we work from that? . . .

(Those present began to show signs of agitation, glancing at their watches and shuffling books together. Within a few minutes the meeting was adjourned.)

Neil expressed a few words of incredulity as we walked back to his office. He felt that nothing had been resolved and the meeting had gone largely in circles. He was somewhat dismayed by the proceedings and was beginning to feel a little confused. Here was a course that he was expected to be teaching within two weeks and yet there seemed to be no basic agreement as to what constituted its content. He was surprised that Eva had not just spelled out the format so that everyone knew the direction to be taken. Questions began to cloud his mind. Would he ask the students to purchase the text? Should he wait for an official course outline to be produced? Would the latter in fact be printed in the light of the many differences of opinion expressed at the initial meeting. Which skills should he consider to have priority in view of the time restrictions? Could he rely on his own personal experiences sufficiently to devise a meaningful course within the broader context of what he believed to be the general expectations?

Dora joined him in his office as he reflected on some of the issues raised at the meeting. She told him not to worry about the course for she had already taught it and was quite prepared to share

her notes and ideas with him. Neil was relieved and accepted her offer willingly. He followed her back to her office in order to locate these notes so he could start some of his preparations.

More Plans for the Workshop

Another meeting in one of the coffee lounges very early Thursday, August 28, saw Neil, Dora and Eva back together once again. They had decided to meet in order to talk further about the proposed workshop for cooperating teachers slated for September 4. Brent should have attended also but he was at a conference. Eva announced that Paul, who had originally intended to go, had decided that his presence would be required on campus. (The workshop had been planned for the middle of registration week.) They each expressed some anxieties about the workshop as they passed around some books and articles which seemed useful. Eva asked them to think specifically about some "problems" that might be used in the "problem" section. (This particular workshop was aimed at preparing all those involved with a special practicum for Native Indian students.) Eva made the point, therefore:

Eva Many teachers teach about Native Heritage, for instance, because it's Indian and they feel Native children will be interested. They forget to take into account the ideas of relevancy and motivation particularly for eight, nine or ten year olds.

Dora Yes, that's a good point and one that we need to point out carefully to Native Indian student teachers. Also, in the area of "problems" we need to address some of the issues told to us by Freda of Student Services. Such things as girl/boyfriend break-ups in the middle of practicum, personal traumas, parental meddling and such other things.

Unfortunately we don't have any more time this morning. When can we meet again?

Eva What about Tuesday?

Dora No, that may be too late, especially if you want to get something special organized with Neil concerning the role of student teachers. The workshop is on Thursday remember of that week.

Eva O.K. Let's meet Friday afternoon immediately after lunch in my office.

Introduction to Registration Procedures

Neil and Dora left quickly to attend another meeting, called by Kevin, with all the other Associates. They met in the usual windowless room. The time was 0930 hours. Steve and Brent were both missing, however, as they were out-of-town. Kevin was joined by three secretaries from the School Experience Office as his topic for discussion was the following week's registration procedures. He told them that they would all be involved in this activity, but each would be assigned a different task.

Special attention was paid to the rather complex registration procedures including the use of computer cards, ID numbers, the difference between "regular" and "transfer" students and the many anomalies that inevitably occurred. Kevin worked through the ideas by referring to a variety of papers that both registering students and those responsible for the registration received ahead of time (Appendix R). The Practicum Associates made copious notes as he spoke. They tried to follow what he was saying, but puzzled looks crossed their faces as the meeting progressed. No time was left for questions and they adjourned for lunch in one of the

coffee lounges, their heads swimming with registration facts and figures.

Neil had been assigned the task of signing Ed. Pra. PI course cards. He was expected to spend one complete morning on this activity stationed at a desk in one of the large gymnasiums where registration was to take place. He, like the others, felt somewhat confused by the information which had just been received, but thought he would be able to handle it when the time came.

The Workshop, Continued

Neil spent the morning of Friday, August 29 in the confines of his office. He perused the articles and documents which he had been given with respect to the approaching workshop. Immediately after lunch, at 1300 hours, he joined Eva in her office to continue with this task. Jointly they decided they would present a number of Communication Skills for Student Teachers. This was to be an hour-long session after supper, designed specifically for the students who had been invited to attend the workshop also (Appendix S). Eva had been giving it some thought and reasoned that role play might stimulate more interest than just lecture. Neil agreed. Together they brainstormed some typical student teacher scenarios. After much time a number of alternatives were agreed upon and they arranged to meet again the following Monday in order to make a final selection.

They met for just an hour on Monday, September 2. The major topic was that of the role-playing situation. Eva had suggested the breakdown in communications between student teacher and supervisor often came about as a result of misinterpreted voice inflections. She

proposed that they perform a short scenario depicting this. In the first instance she played the part of the cooperating teacher while Neil, that of the student teacher. An authoritarian, brusque, staccato voice delivered a series of questions, each totally unrelated to the answers that were given. Neil responded in muted tones often with single word answers. They practised this duologue a number of times and then finally wrote their lines on index cards.

Before adjourning they spent a few moments discussing how they would approach the topic of evaluation, which they were also expected to share with the student teachers. Neil left most of the planning for this to Eva but he tried to familiarize himself with the faculty's evaluation procedures. Eva agreed to carry this responsibility. Neil then spent the remainder of the morning working on his individual presentation for the workshop which was to involve the Role of the Student Teacher in Ed. Pra. PII.

More Information on Ed. Pra. PI

At 1330 hours on Monday, September 2, Neil joined the six other Associates who were to teach Ed. Pra. PI. Paul had called the meeting. He had invited all potential Ed. Pra. PI instructors but only the seven Associates and two other faculty people appeared. He explained that seventeen sections were planned. Those present had already made a choice with respect to which they would teach. Neil had opted for a Monday afternoon session and the rest had managed to get their first choice also. Paul had agreed to teach a Thursday morning section, which meant six were still not covered as yet (Appendix T).

Innis then presented the group with a complete timetable of events for the use of audio-visual materials in the course. Part of her responsibility was to be the coordinator and placement person for this particular course. This was her second year as a Practicum Associate and beneath her deceptively quiet voice and calm demeanour there lay latent highly developed organizational skills. She had arranged for workshops and materials for each of the sections and prepared everything so that no conflicts were to arise. In addition, she had allocated to each person a group of schools located near to his/her residence in order to reduce travel time and facilitate efficient delivery of papers. Neil had sixteen such schools to visit. Innis then spoke to other problems instructors might encounter, such as students in the wrong sections, students who had withdrawn but had not informed either the university or the schools to which they were assigned and perhaps difficulties with audio-visual materials that were necessary for the course.

Paul followed with a three page Course Outline for Ed. Pra. PI (Appendix U). He spoke to each important point on this outline including evaluation, specific class topics and required textbooks. He reminded the group to pick up twenty-five copies of the Student Manual, enough for their class, from the School Experience Office as soon as possible.

Innis ended the meeting by asking for them all to be aware of spelling errors, problems and student reactions as they taught the course. She hoped they would bring these lists the following May when revisions were planned for the manuals and workbooks.

Registration

Neil spent Tuesday, September 3 in his office reading and preparing a variety of materials. Dora had provided him with a selection of Ed. Pra. PII ideas that she had used the previous year and he had picked up the necessary materials for Ed. Pra. PI also. He had now been on campus for two weeks. He had attended many orientation meetings, heard a lot of information and had made many notes. He had had little chance to ask questions, react to what he had heard or even reflect on what seemed to be expected of him. Wednesday, September 3 was, however, to be his first encounter with students and the first time for him to be away from his colleagues.

Neil was at his post by 0815. This was the second day of the annual week-long registration procedure. Few people were present. A series of tables were positioned around the periphery of the large gymnasium which served as the registration centre. The floors were covered with mats in order to protect their surface and smaller tables and chairs were arranged in several rows in the middle. Signs hung everywhere around the room, offered advice or depicted what might be found at each of the tables. Lights, covered with wire mesh, high in the ceiling, cast an eerie orange glow on the proceedings. The cavernous, somewhat foreboding nature of the venue echoed to the muted sounds of confusion. Neil's first customer arrived at 0820 hours, a female, vocational education student entering her second year. They exchanged a few words of general greeting as Neil was unable to register her until "the cards" arrived. Jane, the secretary assigned to help him, arrived a little

after eight thirty with the "computer cards." He began the process:

Student Don't I have to have my timetable signed?

Neil looked at Jane, she at him. Just at that moment Kevin arrived. His feeling was that to do this for every student would be too time-consuming:

Another Student I want to take Ed. Pra. PI with my lab on Monday and my lecture on Wednesday. In order to do this I see that I have to be enrolled in C1/2 which is a second semester course. What do I do?

Neil Just a minute, I'll check.

Kevin had already gone back to his office and so Neil decided to search out Paul. He returned a few moments later to find the line-up had increased. He advised the student that a mistake had been found in the computer and adjusted her registration accordingly. Neil continued to handle the process as Jane, who had never seen registration before, did not feel confident enough to proceed on her own.

A steady stream of students continued to register with Neil. He greeted them all with a cheerful "Hi" or "Hello." Each person carried a large form in a plastic envelope. Some had other papers and books with them. Most did not seem to mind the line-up and the wait. One or two had young children along. Some gave Neil the appropriate form while others plunked everything down in front of him hoping that he might help them in their confusion. A few seemed to present their life-histories as they received the necessary signature. Neil maintained his composure throughout:

Neil I'm as lost as everybody else, just as confused . . .

Student A This is quite an experience for a fellow who has been out of school fifteen years.

Student B I'm not ready for this!

Student C I knew that it was too good to be true. I had it all worked out and I went to the second floor for Part 4 and she said "You can't take Ed. Psych. in the second semester," therefore, I need my Ed. Pra. Pl in the second semester.

Neil I'm sorry . . .

Student C Oh, it's not your fault, it's Ed. Psych. . . .

At that point Kevin returned. He took a look at the line:

Kevin Would it help if we got another clerk down here?
That was a kind of dumb question! (He quickly retorted as he looked at the faces of the students.)

He left quickly. The gym had filled with many more students. Neil's line was, at least, fourteen people deep. He remembered not to write anything on top of the carbon sheets and treated each student cheerfully and courteously. A few actually complimented him for his pleasant disposition. Another secretary appeared within ten minutes and for a while her input caused more confusion, but eventually she settled into a routine which expedited the process. By 1120 the lines had been reduced to five or six and by 1150 to one. Some of the tables around the edge of the room had already been deserted. A few students were still struggling with directions as they sat at the tables in the centre of the gym. Lunch came swiftly, however, when the lights were dimmed at 1150, then flashed at 1155 and eventually put out completely at 1158. Everyone was expelled from the gym regardless of what point they had reached in their various negotiations. Lunch had arrived and there were no exceptions.

Neil meandered back to his office reflecting on the morning's events. He hoped that he had not signed any forms incorrectly and

given out too much misinformation. He smiled and said that it had been a fun experience although one morning he felt was sufficient. After lunch he spent the afternoon preparing his presentation for the following day's workshop.

III. THE FIRST REGIONAL WORKSHOP FOR COOPERATING TEACHERS

The group left the university at noon on Thursday, September 4. Brent drove the university stationwagon, Dora, Eva and Neil occupied the rear seat. A good deal of equipment was taken along including an overhead projector, a video playback unit and television and many xeroxed materials. Neil and Eva spent much of the trip rehearsing their duologue which they planned to share with the student teachers after supper. Once at the motel the proprietor made several excuses as to why the group had to be scattered around the establishment and then everyone departed for the school in which the workshop was to be held.

The location was a former residential school for Native students and the room set aside was in fact the original chapel. (Whether the presentations were indeed words of wisdom remained conjecture. The group, nevertheless, religiously soldiered on!) Cooperating teachers, their student teachers, two males and five females of Indian descent and three females of white descent but who had married onto the reserves, the program director, some administrators, including the faculty consultants, and the small group from the university assembled at 1600 hours and engaged in informal conversation over coffee. Brent then distributed a timetable (Appendix V) for the

evening's events and introduced his colleagues. The program director provided an historical framework, which was followed by Eva with an overview of the entire practicum. There were one or two cooperating teachers of Native origin but the rest, including the administrators, were Caucasian.

Eva spoke about the analysis of teaching through references to planning, communication, evaluation and lesson plan format:

Eva We all know that there is more to teaching than just a set of specific skills, but this practicum allows each student to practice specifics such as questioning. An opportunity to focus on something without having to worry about everything else at the same time. Hopefully, the student teachers will remember some of the skills that I taught them. (Smiled) You recognize them I hope? (She looked around for positive non-verbal responses from the students present. There were a few nervous laughs.)

One or two questions were asked about future workshops and then a sheet was distributed describing the various roles of those involved in the practicum. Smaller groups were formed around the room. Brent chaired the administrators', Dora, the faculty consultants', Eva, the cooperating teachers' and Neil, the student teachers'. Neil referred directly to the roles as printed on the handout (Appendix W) and illustrated each with some event from his own experiences. The students listened and then asked questions concerning evaluation procedures, especially those at the mid-point of the practicum. Neil suggested they address these concerns to the session after dinner when they would be dealt with more thoroughly.

Dora spoke about clinical supervision to the entire group following a very substantial meal prepared by the resident chef. She then worked closely with the cooperating teachers and faculty

consultants looking at the skills required for effective supervision while Neil and Eva took the student teachers to another room. There they presented their role-playing scenarios and involved the students in a number of simulated activities that analyzed effective skills for communication (Appendix S). Some attention was then given over to evaluation using a copy of the official progress report used in the practicum. Brent offered a few closing remarks to the re-assembled group and the meeting adjourned at approximately 2130 hours.

Several sighs of relief echoed through the car as it returned to the motel. Each person felt that the workshop had generally gone well although they were all feeling a little tired. Neil thanked Eva for her involvement, she thanked him. They both felt the sessions with the student teachers had been useful. Some of the questions asked by the students caused both amusement and concern depending upon the nature of the request. Eva had the advantage of knowing some of the students having taught them a previous course and she was able to give Neil additional insights as to why certain individuals may have asked specific questions. Neil felt that he had learnt a lot from the exercise, indeed, he and Eva talked about video-taping their scenarios so that further use might be made of them. A postmortem of the workshop continued late into the night over a pizza.

Neil said that he felt good about his first involvement as an instructor in such a workshop. The students, he said, had listened to him attentively. He contrasted their attention with those in the classes he had been teaching recently:

Neil They certainly pay more attention than I'm used to.
 You just don't expect people to listen so much. I was

quite surprised as I'm so used to having interruptions in my class. (He had most recently been teaching grades 5 and 6.) It's strange talking so much and not having to stop. It means that you have to be well prepared!

He also felt that he had learnt a lot from listening to Eva, especially the way she addressed the students and the relaxed manner that she seemed to have with them. His first encounter, working directly with university students, he concluded to be a success despite initial nervous apprehension.

IV. NEIL'S FIRST INTRODUCTION TO UNIVERSITY TEACHING

Involvement in workshops for cooperating teachers was to be an important part of the job for each of the Practicum Associates (Appendix X). Teaching practicum-related courses was also a major part of their assignment. Neil was to have two such classes (Appendix X).

Armed with a battery of materials, many borrowed from Dora, Neil nervously met his very first university class, Ed. Pra. PI, on Monday, September 8. At 1300 hours only two students had appeared; they were friends from the same northern town, both interested in elementary education. A third student appeared five minutes later. Neil glanced at me rather quizzically obviously perplexed at the small attendance; he had been promised at least thirty. "Perhaps," he mused openly, "the others are lost or have the wrong day." He checked his timetable again. Yes, this was the right room and the right day. After a brief look in the hallway he decided to begin:

Neil My name is Neil. I am a Practicum Associate, that is a teacher seconded from the field. This is my first year and therefore, I'm not sure what'll happen yet. (As he wrote information on the blackboard.) Those of you who decide to go to elementary schools will have to get used to bloody noses and tying shoes, whereas those who opt for secondary will have to watch out for baby duck and gin bottles. (Laughed)

(He distributed a course outline to each of the three and made a few references to it.)

(At 1332 two breathless female students entered the room.)

Female Student 1 Are you Neil Dubois?

Neil Yes.

Female Student 1 There are a whole bunch of people waiting for you in room A. Many have already left, they said they couldn't wait if there was no instructor.

(Neil dismissed the three and asked them to attend next week in the new room. He then quickly gathered his materials and hurried to the other location. There were thirty four people present, twenty nine females and five males. He introduced himself in much the same way as he had done earlier. He even tried the same joke about elementary and secondary schools. He then made reference to the Workbook prescribed for the course.)

Neil Please purchase a copy of the Workbook from the bookstore and have a look through it before next week. Try to familiarize yourself with what's going on.

Female Student 2 I have the 1979/80 edition, is it still valid?

Neil They just told me of some changes; I'm not sure of any major changes. . . .

(The point went unresolved and the student opted to buy another, more recent edition.)

Female Student 3 I see that we visit the schools on Wednesday afternoons for observation purposes. What happens if I can't get to school by noon?

Neil All the schools have lunch hours so you have time to get there during that time.

Male Student 1 Will Vocational Education students get Vocational Education cooperating teachers?

Neil No. Ed. Pra. PI depends on those teachers who offer their services and students are sent wherever there are places regardless of their interests. That's the nature of this course, it's a chance to observe a classroom.

Female Will we find our assignments on the third floor near the
Student 2 School Experience Office?

Neil Yes, by Friday of this week, hopefully. One last thing before you go; remember to take the school holidays only not the university's if the school is still in session. If there are no other questions we'll meet here next Monday before going down to the library workshop.

(The majority of students left. One or two had specific questions for Neil which he quickly answered.)

As we walked back to his office he expressed a few feelings about this, his first effort, as a teacher of university students:

Neil That switch in rooms made me feel a little disorganized and pressed for time. I wonder if the students will question my teaching abilities as a result of this? How come nobody told me about the change? They all seemed to know ahead of time. (He was a little despondent and perhaps a trifle angry at the breakdown in communications.)

I had intended asking him a few more questions once back at his office and perhaps offering a little reassurance. When we arrived, however, Dora was making a phone call. She invited us both for coffee. I declined in view of the circumstances and thought it more expedient to leave. Dora, I felt, would have been a good person for Neil to talk with at that particular point.

We met in his office the following morning, Tuesday, September 9, at 0915 hours. He was to begin his first class with Ed. Pra. PII students in fifteen minutes. I asked him how he was feeling about yesterday's class. He replied that he had already "chalked it up" to an unfortunate experience. His enthusiasm to continue had not

been dampened. He felt optimistic about what was to come. We walked slowly to the classroom which was on the same floor as his office. He had already visited the room and re-arranged some chairs into a circle at one end and written three goal statements for the course on a portable blackboard:

The Goals for Ed. Pra. PII

1. To identify some of the important features of teaching.
2. To provide an opportunity for students to interact with each other.
3. To identify major areas of the overview.

The class was to meet twice a week, on Tuesdays and Thursdays, from 0930 to 1050 hours over a period of six weeks. It was to be followed by a six week practicum in the schools.

There were sixteen people in the group, three males and thirteen females. During the actual practicum Neil supervised eight of this original group in three different schools around the city. (He also assumed the responsibility for another student during the practicum in a school twenty kilometres south of the city.)

A science laboratory provided the venue for the first class meeting. The students sat in three rows of seats which were tiered and bolted to the floor at one end of the room. A portable blackboard just fitted into the space between the rows and the immovable science tables which occupied the rest of the room. A circle of chairs was squashed between the windows and the tables at the far end of the room.

Neil introduced himself as a Practicum Associate and what that entailed. He wrote his name and telephone number on the portable

blackboard and then explained how the course was divided into a six-week instruction block on-campus and another six-week practicum block in the schools. He read the three goal statements and then asked the group to sit in the circle of chairs at the other end of the lab. Once seated they were instructed to find out as much as possible about the person on their immediate left so that they could introduce that member to the others. (This was an exercise that had been used during orientation week in order for the Associates to get to know each other.) Following the introductions, which included something about the person's background, general interests and educational aspirations, one member gave his name the next repeated it and gave her's, then a third continued the process until the last person had to not only give her name but remember all the others'. It was at this point that I explained the nature of my research to the group so they were aware of what I was doing.

After a short break for coffee and for some, a cigarette, Neil arbitrarily organized smaller groups of three, four and five. (He remained always in the room during the breaks, talking with those who chose to stay.) He asked them to consider what it was that made a good teacher. During the discussion he printed three words on the blackboard. As each group responded he placed the ideas in the appropriate column:

<u>Personality</u>	<u>Knowledge</u>	<u>Skills</u>
friendly	knowledge	doesn't label
sense of humour	experience	discipline
fair	travel	creative
respect	variety	listens and observes

easy going
positive
cooperative
patience
interesting
model for others
enjoy their job
have understanding

know subject
background information

perceptive
evaluates self
fosters independence
communication skills
greet person as an
individual
well organized and
prepared

Neil Although there may be other more suitable categories I feel that all good teachers must possess knowledge, certain skills and give something to the job. I admit that I may have put your ideas into the wrong columns but they seem to fit, don't they? (All nodded.) I would like you to read chapters seven and eight of the text before next time. Those concerned with classroom management skills and communication skills. Think about this before next time too; what are the five most important things you think all good teachers should have? See you Thursday.

Most left promptly at 1050 hours. Lena, Kay, Yvonne, Ken and Mona, those who had not taken a coffee break, remained to talk among themselves. Neil made one or two comments to them and then left. On the way back to his office he expressed his general delight at the way the class had gone. He felt more relaxed having broken the ice and seemed to think they were going to be a good group:

Neil Well, how did I do? I felt it went quite well. I couldn't believe how quickly the time went though. Did you enjoy it? (I said that I did.) Do you mind me involving you in the activities? (Not at all, I said.) It's better if you're not left out on the outside all the time just making notes. (I agreed and told him to include me whenever he felt it expedient.) They seem like a good group.

All the Practicum Associates had been invited to attend the first Faculty of Education Council Meeting scheduled for 1530 hours that same day. I had asked Neil if he would mind my going along. He had no objections but we arrived separately. He sat with other Associates while I occupied a seat toward the back of the room.

The Dean brought the meeting to order. There were approximately one hundred and thirty faculty members present. After several new staff people had been introduced each of the Associates was mentioned by name. "I hope that you will find your year personally enjoyable and professionally rewarding," the Dean said, "these are highly valued people. As the spirit moves you, hopefully you'll join this meeting in the future."

Neil met his Ed. Pra. PII class for the second time on Thursday, September 11. He had already visited the room and written seven headings on the blackboard:

1. Classroom Management
2. Communication
3. Observation
4. Planning
5. Objectives
6. Questioning
7. Evaluation

Neil These are the topics we will be dealing with over the next few weeks. (He immediately handed out a sheet on which were printed some discussion topics. One of the seven topics had been circled ahead of time.) Please try to find another person in the same room who has the same topic circled as you. (Appendix Y)

He had asked me to become involved in the exercises and I drew a number five and found my partner to be Grace. We were to look at the question, What do you see in the classroom?. Grace expounded freely on this as a result of her previous experiences in Ed. Pra. PI. She was a vivacious young lady with a very pleasing smile.

During the break, which followed the first exercise, Neil had divided the class into groups of two or three. Heather, Jan and I were given a short scenario which addressed the idea of classroom

discipline. Collectively, we had made the decision to role-play the same for the rest of the class. A spontaneous applause erupted at the end. None of the others chose to act, instead they read their ideas.

As the class dispersed he gave each of them a series of articles that tried to explain what characteristics were to be found in a good teacher. (Appendix Z is one such example.)

While walking back to the office Neil said that he felt good about the class he had just taught and was more relaxed with the students. He did, nevertheless, worry that time seemed to be working against him. He expressed a degree of frustration at not being able to complete all that he had planned.

V. ED. PRA. PI CONTINUED

At his second meeting with the Ed. Pra. PI class, Monday, September 15, Neil found everyone in attendance. The group ranged in age from secondary school graduates through to those with several years work experience in other related educational settings or non-related fields. One "mature" student had been teaching without certification in a college for some years but felt it important to acquire her professional credentials so that she could apply for positions elsewhere. Another had served in a day-care situation for some years and also saw the need for up-grading herself. There was a fairly even mix between those seemingly interested in elementary teaching and those favouring secondary schools. Because this particular course was designed to give students opportunities to observe

both situations this interest was not given much importance in the design of the course content. Interestingly enough, some of the students actually changed their preference as a result of the observations, some opting for the chance to share subject matter with older students, while others expressed delight at the learning strategies and enthusiasm of the very young.

At this second meeting Neil had just enough time to explain that school placements had been made and students could find out to which schools they had been assigned by consulting the third floor noticeboard. He drew a map on the blackboard to show the location of the latter and then proceeded to note the dates for this activity. Wednesday afternoons had been made available in the preparation of timetables for school observations and the students were expected to make ten, half-day visits.

From here Neil escorted the class to the basement of the education library where a special workshop, designed to introduce the neophyte to the complexities of such a system, was to be presented by the staff.

A rather warm, windowless room filled with desks and tables, filing cabinets and partially filled bulletin boards provided the venue. An overhead projector and slide projectors, equipped with audio and dissolve techniques, had been made ready in the middle of the room. A library person informed the group they were early and the session would not begin immediately. He expressed some concerns about the size of the class. Small talk and some cursory examination of the materials on the desks occupied the students' time.

Shortly after a senior librarian began to address the group. She too made a comment on the number of people present and apologized for the condition of the room. Her presentation outlined the benefits and showed the students how they might use the education and curriculum libraries. Slides, overheads, charts and other illustrative materials provided the medium for her message. Reference was made also to an extensive handout which included such topics as the card catalogue, periodicals, style manuals, ERIC and RIE. An assignment, due for completion within the week and requiring a seventy-five percent passing grade, was also included in this handout. It asked questions related to the use of card catalogues, curriculum references, serials and periodicals, psychological abstracts and newspaper clippings. The presentation lasted for almost one-and-a-half hours and culminated in a few questions being asked. Some students remained at the end for a closer look at the materials.

VI. ED. PRA. PII - WEEK TWO

Neil had already been to the room and written some information on the blackboard as the students came in for their third session, Tuesday, September 16.

Goals

1. To define classroom management.
2. To differentiate between classroom instruction problems and classroom management problems.
3. To differentiate between individual problems and group problems.
4. To describe nature of

(a) behavior modification	}	as approaches to classroom management
(b) socio-emotional climate		
(c) group process		
5. To begin to develop individual approach to classroom management.

He then went on to read a selection from an article entitled The Authentic Teacher comparing teachers' "humanness" with "classroom management skills," followed by a reading from The Geranium on the Window Sill Just Died but You Teacher Just Kept Right On by Albert Cullum. After this he read another selection from a description of four different classroom types and asked the students into which category their elementary classes fell. Three people responded. Reference was then made to the chapter in the text they had been directed to read in preparation for this lesson.

On the blackboard he wrote:

Management Activities: those activities that are based on making the students' situation more conducive to learning.

Instructional Activities: those activities that make actual learning possible, e.g., planning presentation, evaluation.

He then read a number of short problems and asked them to distinguish between "management" and "instructional" activities.

Immediately after the break one student asked:

Student How do we go about establishing rapport during the six week practicum?

Neil You must remember the cooperating teacher has already established the norms for the class and you must adapt to his style. The other problem is with the textbook (bringing the conversation back to the topic at hand) it tells you the don't's but not the do's. Much of it is basic common sense, taking the children where they are at and helping them. It may help you to react to situations rather than giving pat answers. Take the book as a guide/a starter.

If a child is at Stage 3 it may help to know that, but so what, you still must solve the problem! What sort of action do we take when children are being disruptive? Passive reaction to deal with this?

Revenge? Does the teacher give up on this? (He read these ideas from a piece of paper—they also appeared on the blackboard):

Individual Problems

1. Attention seeking
2. Power
3. Revenge
4. Display of inadequacy

Group Problems

1. Lack of unity
2. Nonadherence to behavioral standards
3. Negative reactions to individual members
4. Class approval of misbehavior
5. Being prone to distracting work stoppages

(In trying to illustrate each of these Neil drew on some of his own past experiences.)

Neil (Continued) Now think about the grade-level you would like to teach. Write down the minimum number of rules/guidelines you will have in your classroom. How will you go about keeping these? What criteria will you use in order to add/delete rules? Keep the thing short, no padding. Keep them positive, not negative. Have it ready for next week after we've had another chance to discuss them on Thursday. (Each student collected a course description as he/she left. One or two engaged Neil in conversation or took a longer look at Cullum's book.)

VII. THE FIRST, REGULAR PRACTICUM ASSOCIATE MEETING

Paul had arranged for the Associates to meet each Wednesday morning at 1000 hours. The first meeting on Wednesday, September 17, was also the first since orientation and in many ways very similar. Information about timetables, mail procedures, audio-visual materials, computer print-outs and other miscellaneous details occupied much of the time. General invitations were issued to those with elementary school experience to attend the first departmental meeting of the term, scheduled for the following day; and new Ed. Pra. PI instructors were invited to an orientation seminar the next Thursday evening. Neil was content to listen and make the occasional note as the meeting progressed.

Paul adjourned the proceedings at 1100 hours as he had called

another general meeting for all Ed. Pra. PI instructors for that time. Again, several procedural concerns were dealt with; school assignments, corrected registration lists, scheduling conflicts and the nature of the assignments that should be used in the course. Again, Neil was content to listen and take notes.

VIII. ED. PRA. PII CONTINUED

Neil had already written a number of topics on the blackboard as the students arrived for class on Thursday, September 18:

1. Behavior Modification
2. The Socio-Emotional State of a Child
3. Leadership
4. Group Processes.

He reviewed the first topic through reference to the textbook and what they had been asked to read ahead of time. On socio-emotional issues Neil asked:

Neil Why not establish rules with the children while they are present?

Student But what about children in kindergarten or grade one?

Neil You may have to give them the rules and explain them slowly and carefully. Do you have any other ideas? (Paused) I always have group meetings once a week in order to work out specific problems. It's fairly easy to rationalize things with elementary students. Put math aside if necessary and work out the problems you may have. The important thing is to establish rapport with the children; an atmosphere of trust; you have to show them that you care if they are to respect you.

Leadership and group processes provided further topics for discussion and Neil gave the students one or two examples from his own experiences in order to illustrate the ideas more thoroughly. He warned them to vary their classroom groups and not keep the same

children together continually.

Neil (Continued) Goals; for example, beginning of the year rules, if set up together between you and the children, they are more responsive to abiding by them. The more knowledge they have the more likely they are to be achieved. Plan, for instance, field trips together. Cohesiveness helps to build a good atmosphere. A support system. Be consistent and fair with all the students. Rules—perhaps we have talked too much about this already—but you need them at the outset. If you push you must be aware of the negative consequences. The best classroom management tool is through your subject area, if you are motivating and interesting then you'll cut down on the problems. Remember though that constructive noise is useful.

Following the coffee break discussion centred around a handout on Pupil Control in the Classroom. Neil made comments about what sort of conditions caused problems: physical defects, emotional imbalance, too many school rules and poor teaching. He then went on to talk about those problems caused by specific teacher behaviors including, among many, the use of sarcasm and ridicule, leaving a class of students unattended, being intolerant or abusive, failing to make instructions clear and failing to leave oneself room to manoeuvre. Little time was left to explore Preventive Discipline, the other major topic in the handout.

(Note: One or two of the students for the first time referred to Neil by his first name. He had been able to respond to one or two on a first-name basis too. The precedent once set enabled others in the group to follow suit.)

IX. ED. PRA. PI - WEEK THREE

Neil's third meeting with Ed. Pra. PI, Monday, September 22, began with his reading the official list of those who should have been present. One person was missing and another should have been

in a different group as she was classified as being on an "after degree program." Neil then went on to explain how school placements had been arranged and because there was a shortage of elementary placements some, who had indicated an elementary preference, had been assigned to secondary schools. He expressed the hope that everybody had made contact with their respective schools:

Student (Female) What do we do on Wednesday when we get to our schools? (Note: this was to be their first visit to the schools and many of them were anxious about what was expected of them.)

Neil Report to the office and the principal. They'll help you to come to know the school layout. You'll spend the afternoon watching what's going on. Always take your booklets (log-books specifically designed for Ed. Pra. PI school observation) with you as they must be submitted at the end. There's no evaluation involved here though just a chance to see if you have made the effort. Faculty Consultants will not be going out to observe you observing a teacher (everyone laughed). They will be phoning schools to see who has not shown up, not to check on you.

Next he brought their attention to assignment Number One, due to be distributed the following week for return Monday, October 27. While this was going on he asked the students to evaluate, anonymously, the previous week's workshop and submit the written comments to him as they left.

Neil (Continued) Now, has anyone taken AV courses before? (One person responded positively, but hadn't done any overhead projector work.) In that case let's all go to this week's workshop in the CMPA (another part of the education library).

This second workshop was held in the basement of the education library. Tables and chairs occupied the majority of space while around the sides were cubicles for the production of laminated materials, dry mounting and spirit duplicating. A member of the library staff

instructed the group in six "skills teachers use frequently in producing materials for use in their classrooms." At the conclusion of his presentation each student was given a handout which contained all the instructions about each of the skills. They were then asked to prepare:

- I . . . a one page handout, using a pressure stencil and the hectographic process (spirit duplicator);
- II . . . a one page handout, using an infrared (thermal or heat) stencil and the hectographic process (spirit duplicator);
- III . . . an overhead transparency, using the infrared (thermal) process;
- IV . . . a magazine tearsheet or equivalent on an 11" x 14" mounting board, using rubber cement as the mounting medium;
- V . . . a magazine tearsheet or equivalent on an 11" x 14" mounting board, using dry mount tissue as the mounting medium;
- VI . . . a laminated clear plastic covering onto the mounted visual prepared for either assignment #4 or assignment #5.

Completed assignments were to be placed in a special envelope provided, handed in the following week, graded within seventy-two hours and then returned to the students. Only those which were marked "unsatisfactory" were to be repeated.

Neil had spent most of his time when not attending meetings or teaching up to this point visiting the sixteen schools to which he had been assigned for Ed. Pra. Pl. He had delivered important materials to principals and teachers and discovered that not all the names on the computer were in fact correct:

Neil It's interesting that where one is known or has connections it's easier to get replacements for those teachers who are not available or able to act as cooperating teachers. In some of the schools I had very few problems if they knew

me. In others, where I was not, they were not always very obliging. Just goes to show that it's not what you know but who!

X. ED. PRA. PII - A NEW VENUE

A new meeting room and an individual response to the question concerning rules, posed at the end of the last Tuesday session, were the major factors to be considered on Tuesday, September 23.

All the students contributed something to the discussion. Some examples follow:

- Ian (Considered a grade 4/5 class) There would be no gum chewing, good posture, no ridiculing, no speaking out of turn. My discipline would be restricted to my class; outside they would be the responsibility of either the principal or the supervising teacher in charge for that day.

- Ken (Also for grades 4/5/6) Some of my ideas are similar to Ian's. I would rely on what has been established in the school already. The rule of no talking though without a rationale is useless and may cause more harm than good. Establish procedures early in the year using the students' ideas wherever possible. Set out by asking students why they had certain rules such as in boxing and other sports activities. Order is maintained through some control and the consequences of actions. Additional rules or deleted rules need reconsidering, for instance thirteen trips to the garbage can may need to be curbed through the introduction of a modified rule.

- Ruth (With respect to grade 6) Avoid telling them exactly what to do and what not to do. Take the time to work out the rules with the children. You're responsible for your own desk area. Compare the classrooms to their homes. Have them involved in phys. ed. unless a note is sent from home or their doctor.

- Jan (Grade 1) Respect for others and themselves. Implement rules through examples. Know the meanings in each guideline and discuss them with students why they are important. Before establishing the rules, which should be appropriate and few, specify what they are and talk about them. Set the tone. Be punctual. Be helpful.

The whole lesson was devoted to this activity and no time was left to discuss a ten-page handout which addressed the topic of Pupil Control. In addition, the latter paper was concerned with hints for maintaining effective control and discipline, classroom management techniques and a short poem about a little boy. Neil collected each student's work and promised to return it on Thursday.

Neil Without communication we wouldn't have a job for if
 children could learn through computers then maybe
 they should . . .

Thus began the class Thursday, September 25. On the blackboard he had written:

Basic Communication Skills

- | | |
|---------------------------|--|
| A) Explaining | (1) clarity and pacing of language
(2) using examples
(3) emphasizing (voice modulation)
(4) obtaining feedback |
| B) Variability | (1) teacher manner
(2) medium and mode of instruction
(3) interaction variation |
| C) Non-verbal interaction | (1) eye contact
(2) facial expressions
(3) body postures
(4) physical space |

Neil made a few comments as he referred to each of these topics.

Two Australian-made videotapes were used after the break to illustrate some of the topics that had been raised. The students were amused by the mid-sixties style of clothing, the children's accents and the school uniforms.

Before leaving Neil handed back the assignments as promised. He chose to do this individually making a point of calling each student by first name to ensure that he knew them all. Most remained for a

few moments to reflect on the comments which he had written into their log-books. He had not added grades. Gradually the room emptied except for Kay, Ken, Mona and Lena who remained for a few more minutes talking together.

XI. FRIDAY, SEPTEMBER 26

Neil met with Dora and Eva at 1100 hours to begin planning the next series of Cooperating Teacher Workshops. Eva and Dora used the time to delegate the various responsibilities and coopted Neil to join with Dora in presenting the materials to the student teachers. He agreed and used his time to check through the ideas that had been used at similar workshops in the past.

From three until five in the afternoon all the Associates had been invited to attend a Communication Skills Workshop. Neil came away a little disappointed:

Neil Considering that it was a workshop on communication we didn't really do very much communicating. It was a rather long lecture.

XII. ED. PRA. PI - WEEK FOUR

Neil met his Ed. Pra. PI class for the fourth time on Monday, September 29. He commented on the fact that everyone should have visited his/her respective school at least once for purposes of observation. Some questions grew out of this comment and others were asked with respect to the requirements for the course:

Student (Female) Do we work in the cooperating teacher's log book or our own?

Neil Your own, but the cooperating teacher needs to sign those areas that have been completed.

At this point Neil handed out major assignment Number One.

Agreement to use this particular exercise had been secured from among other Ed. Pr. PI instructors during a meeting earlier in the term (Wednesday, September 17). Essentially, the work involved the study of classroom behavior:

. . . you are to construct a pupil profile of what it is like to be a pupil at a particular grade level. . . .

On the basis of your observations and interview write a 1000 word (4 typewritten pages) essay which gives a coherent picture of what, in your judgement, a pupil at this grade level is like . . .

Some time was allowed for people to read through the assignment in case questions ensued, but because of time restraints Neil moved quickly to point out the need to prepare for the following week's session, the first without workshops. He asked the group to read the appropriate pages from the Student Workbook (compulsory and available from the bookstore) that referred to Lesson Organization and Clarity of Teacher Language (pages 1 through 33).

(Note: The Student Workbook for this course consisted of 173 pages. Five basic concepts of classroom behavior, lesson organization, teacher language, classroom interaction, communication and classroom management, had been dealt with at length between those pages. A rationale for the workbook also stated in the introduction, concerned the relationship between theory and practice and the need for student teachers to understand basic teaching concepts which were then applicable to specific teaching behaviors. Because each student was involved in an observation period within the schools this workbook was to be used in conjunction with that activity. Many of the ideas, drawn from current research, were compiled by faculty members in cooperation with former Practicum Associates. Recent modifications had been made by other Associates based on advice and evaluations submitted by students who had taken the course. Each concept and the various sub-topics were accompanied by videotapes which had been prepared locally in order to simulate the schools to which many of the students were assigned. To facilitate the relationship between university and school, the assignments in the manual used by the student and his cooperating

teacher in school had been synchronized with the structure and content of the workbook, and the same terminology used throughout.)

Neil then led the class to a room in the basement of the building for a presentation, by a Faculty member of the AV department, in the use of media in schools. A large room equipped with screens, chairs and work areas, was the rendezvous for this session. Through a multi-media presentation students were introduced to six machines: (1) a slide projector, (2) an overhead projector, (3) a sixteen millimetre projector, (4) a slide and tape projector, (5) a reel-to-reel tape recorder, and (6) a VTR unit. (The instructor noted that these particular machines had been chosen on the advice of former Practicum Associates.) At the conclusion, students were given an assignment to practise on each of these machines. Competency-based evaluations were to be made and cards issued to show successful completion. There was no time limit set for this activity, except it had to be completed before credit could be granted for the course.

XIII. ED. PRA. PII - HALFWAY THROUGH

Tuesday, September 30, the halfway point in this course, began with Neil outlining the procedures with respect to school placements for the ensuing practicum. He explained that not everyone had their regular instructor to supervise them during this time. Also he pointed out that if they had chosen to work with primary children (grades K through 3) the Faculty policy dictated they work with older students (grades 4, 5, 6) in Ed. Pra. PII and vice-versa. They would get their first choice in the final practicum when they were responsible for an entire class. In this way they were assured

of working with a greater variety of students.

Communication Skills marked the major topic for the class and a two-page handout was distributed as soon as Neil had finished his introductory remarks. He spoke about the need for Empathy and Paraphrasing and had the students experience the latter in pairs. Whatever a partner said had to be summarized in some detail before he/she was allowed to respond. (The students struggled with this concept.) They also had trouble working through some exercises connected to the notion of Checking Other's Feelings. A special exercise, designed to help toward a greater understanding, followed with the aid of a worksheet after the coffee break. Another three sheets were also handed out so that students might understand the remaining topics of Describing Feelings and Behaviors.

(Note: A small cadre of about six to eight people, depending on the nature of the topic, had assumed the verbal contributions to the class. A number of members had yet to speak unless they had been directly requested to do so by Neil. Of the active group most remained during the break to chat to one another or to Neil; he never left the room during this time preferring to re-arrange his own notes or talk with those that remained. A quick smoke and/or a cup of coffee were the major attractions for those who left. Even among this group, however, there were those who stood in the hallway close to the room and those who left for the vending machines elsewhere in the building and invariably returned late.)

At 1300 hours on this same day a workshop/lab period was scheduled. Nine students appeared, seven females and two males. Again, most of the group consisted of the "regular" contributors, although two absent females had legitimated their absence earlier in the day by informing Neil of prior engagements. On this particular occasion the students were divided into pairs. One was given the teacher's viewpoint in a particular scenario, the other, the students' perspective.

An example follows:

(Teacher's perspective) You are Donald Black, a teacher at Maplewood Senior High School. Your interest in photography has resulted in you becoming the teacher-sponsor of the school's film club. You have an arrangement with club members that developing and other equipment is to be cleaned from 12:45-1:00 on three days each week the equipment is used. A roster has been set up and each club member takes a week at a time.

This week you've had no opportunity to check on how things have been going with the club. You've been involved with an intra-school volleyball tournament which has taken all your noon hours. But you do know that Shirley Knight was scheduled for clean-up this week and you also know she couldn't possibly have done the job! She's been in the gym every noon hour this week cheering on her boy friend's volleyball team. Oh why does a teacher have to put up with these irresponsible kids! It takes all the joy out of sponsoring a club when you have to hound the lazy ones. Well it's Friday and you can't leave it any longer. Now that you've finally got a free moment it's time to have a word with Miss Knight.

(Student's perspective) You are Shirley Knight, a grade eleven student at Maplewood High. Your studies are a bit of a drag, but you do have two strong interests at school. One is the photo club and the other is a young man in Grade 12. This week you gave up the photo club so that you could watch your boy friend play in a week long intramural school tournament held during the noon hours. You were supposed to do the equipment cleaning this week (every club member takes a week at a time cleaning equipment—there's a list posted). Thank goodness your friend Darlene Boychuk agreed to change her week with yours. It was great watching the games while Darlene scrubbed!

Mr. Black, the photo club's teacher-sponsor wants to talk to you. Now what's on his mind!

There were four such incidents and each pair was expected to look at them all. Neither person saw the other's paper as the idea was to communicate the feelings as he/she interpreted them.

XIV. PREPARATION AND PLANNING FOR PRACTICUM WORKSHOPS

A major gathering had been called for late afternoon, Tuesday, September 30, for all university people involved in

the supervision of Ed. Pra. PII. Eva chaired the meeting and announced the actual dates for the proposed Cooperating Teacher Workshops to be Tuesday, October 21 and Tuesday, November 4. Approximately fifty people were present, including some full-time faculty, many graduate students and sessional lecturers responsible for the actual supervision, Paul, Dora and Neil. In addition, an introduction was made by one of the departmental chairpersons. Later in the meeting Dora addressed the procedures involved in placing student teachers. She acknowledged Neil's extensive help in this process. (They had spent their lunchtime talking about this particular presentation.)

Dora We have placed one hundred and fifty-five student teachers in forty-five schools with one hundred and forty-two cooperating teachers. There are thirty-three Faculty Consultants involved and we have achieved a seventy-five percent success rate with respect to students' non-preferred divisions. There are thirteen pairs of students out in the schools. Also, those with cars have been placed last . . .

Both Neil and Dora continued to work on student placements the following afternoon. They had to attend to a few problems that were raised at the meeting.

XV. ED. PRA. PII

Eleven students were present for class on Thursday, October 2. Neil began by informing them to make arrangements for a half-day visit for observation purposes to their respective schools during the last week of classes, October 13 through 17. This he suggested must be agreeable to the cooperating teacher and it was incumbent upon the student to do the arranging. Those anticipating regional

placements were advised to make whatever suitable plans they could.

With respect to Call-Back Sessions, informal meetings during the practicum designed to check progress and provide a forum for sharing ideas, Neil asked for suitable dates from the group. Most preferred afternoons and were content to meet on Friday in the first week.

(Eventually the first meeting was scheduled for Tuesday of the second week.) Neil then advised those students who had been paired in a particular school to let him know if they did not like the idea. This he explained was an experiment by the university to provide a support system for students but no one was to be bound by it.

Neil (Continued) Who read the section on observation in the textbook? Well we are not doing that today! (crocodile tears and forced moans!)

He began to read immediately a short, picture book about a lion that could not read, write, eat properly or draw, Leo the Late Bloomer.

The story was used as an introduction to the need for educational objectives. Using an overhead projector he tried to show the difference between Stated Goals and Written Objectives.

Neil Why do we need objectives?

Kay To know where you are going.

Neil Yes, they should also be student-oriented and describe a learning outcome not the activity which is planned. They should be clear, understandable and observable including such things as sight, touch and hearing. (Everyone was making notes.) Can anyone think of a topic applicable to the elementary school that we might use to illustrate this?

Ken What about mastery of the metric system?

Neil Right, now how might we meet this through a series of teaching objectives? Remember that they need to be stated as student objectives that is something that describes observable behaviour. Have any of you seen

this book? (He held up a short text which addressed the notion of writing objectives.) When I was at university this was the bible and I wrote careful objectives and lesson plans, using this guide, throughout my first year of teaching (wryly smiling). There are a number of these books in the library. At the back of the book if you are stuck there are many verbs there which will help you. I took out chapter four of this book for you. (He distributed an eight-page xeroxed copy to each student.) Now in twos I want you to try and re-write the poorly stated objectives as I write them on the board. For example, look at this one; To be able to catch. What? How? It should read, To be able to catch a large ball with two hands and hold it. Or, To understand the British North America Act. (Paused) To be able to know what important historic events led to the signing of the B.N.A. Act in 1867? Now try these . . .

He wrote several examples on the board and the students worked away at them until the break. During that time Neil learnt, through casual conversation, that many of the students had never heard of the taxonomies. Immediately each student was handed a single sheet on which were printed ten pairs of objectives. They were asked to select the better of the two in meeting the criteria for writing effective objectives: (An example follows)

2. (a) To spell correctly the words in the spelling book used in our class.
- (b) To write the correct spelling of words.

To reinforce the activity he handed out a second exercise in the form of a two-page assignment. After comparing the answers and before the group was dismissed he gave them two sheets, (1) a Checklist for Evaluating Objectives, and (2) a Framework for Classifying Questions. He asked them to read these in conjunction with another section of the textbook before next time.

Neil (Continued) Write down in your log how you feel about objectives. Are they worthwhile? Tell yourself in

one paragraph what you think. I'm not going to read it, just ask you about it.

As we walked back to his office he expressed some concern about the students' lack of knowledge with respect to the taxonomies. He was surprised they had not been introduced to them. "Perhaps they had," he said, "but had forgotten about them!" He expressed some concern also that time would not allow him to explain them further. "Ah well," he continued, "they have plenty of handouts to help them along."

XVI. MONDAY, OCTOBER 6

Neil spent half an hour in the morning with Dora in order to continue planning the next evening workshop for Cooperating Teachers. Thirty minutes later he joined Anna to begin talking about the next proposed regional workshop in which he had been invited to participate. In both cases the ladies took the initiative with respect to planning. Neil agreed to do whatever they requested. Dora had asked him to assist her in a presentation to the student teachers while Anna hoped that he would work with her during the other workshop. On both accounts he was happy to oblige and asked each of them to clarify his role so that he could prepare accordingly.

His meeting with the Ed. Pra. PI class in the afternoon was the first without workshops. Neil made reference to the Student Workbook which everyone was to have purchased and in particular the first concept, Lesson Organization. He assumed that most people had read the seven pages of introduction and therefore began to look at the first assignment, also to be found in the workbook. Some of the

students had prepared this ahead of time, some had not, others were putting in the correct answers as they were read by colleagues and a few were struggling with the concepts either because they genuinely didn't understand them or because they had not read the appropriate background material. After a short coffee break Neil showed a videotape in connection with the second assignment, also found in the workbook. Fewer of the students had completed this ahead of time.

Some of the answers for Assignment One, supplied in the Instructor's Scoring Key which Neil had been given at an earlier meeting, and those printed in the workbook at the end of practice session #2, caused considerable discussion and disagreement among the students. Neil decided to abandon the "official" answers in deference to the students and accepted what they perceived to be the better answers based on their arguments and his own understanding of the concepts.

(Note: After his first full class the group did not meet again until two weeks hence as the following week was the Thanksgiving holiday.)

XVII. ED. PRA. PII - THE PENULTIMATE WEEK

The first thirty minutes of the class meeting on Tuesday, October 7, were taken up by Eva, the program coordinator, explaining the procedures adopted in placing students for the approaching practicum. Neil followed her presentation by giving out a number of sheets to the students. "Welcome to the Ed. Pra. PII paper blizzard," he said, "the objective is the more you read the more you know, the more you know the more confused you get." On the

blackboard he had written:

No man can reveal to you aught that that which already is half asleep in the dawning of your knowledge. (Kahlil Gibran)

This quotation became the basis for a discussion on Questioning, which was designed to improve both the quality and quantity of student responses.

Neil Before we get into this let me explain the handout I have just given you entitled, Lab Days and Call-Back Sessions (Appendix AA). Please read this carefully and note the dates for the Call-Back Sessions. I have attached a sheet which may help you to observe more carefully in your school and classroom. The other three handouts are intended to help you with some of the things we have dealt with so far. We'll not be using them this morning.

One of the handouts contained a guide to observation in the school during the initial days of the practicum. Such concerns as Classroom Procedures, Library Facilities, Seating Plans and Time-tables were included. Another three page handout addressed the notion of Verbal and Non-Verbal Reinforcements a teacher had used in the class, while another six page handout looked at the characteristics that determined the quality of Discipline in a class. (Examples follow:)

1. Be natural. Do not try to court the favor of the pupils in the fear that they won't like you. . . .
7. Be business-like. Start work promptly, work steadily without wasting time. . . .
10. Have a sense of humor. At least, see the humorous side of a funny situation. . . .
16. Have in your heart an appreciation for and an interest in your students. They can sense when you don't. . . .

Neil Let's take a break. (During this time he wrote three points on the blackboard concerned with questioning:
(1) Wait for a time before calling on someone to answer,

(2) Offer reinforcement, and (3) Probe the answers given.)

(Continued) I want you to prepare a lesson on any topic you wish for the lab on Thursday. Present it to the rest of us through a series of questions. Approximately five or ten minutes in length. Note, we will meet this Thursday after lunch and Tuesday October 14. The second time we'll look at Lesson Planning, more on that later. Now, let's split into pairs and have a look at this next handout. (He gave them all a copy of a short paragraph which then asked them to prepare twelve questions) (Appendix BB), Use the taxonomy I gave you last time and construct two questions at each of the six levels. (A short discussion followed.)

Neil then distributed an information sheet, which bore the names of cooperating teachers, schools, and faculty consultants to whom the students were assigned for the practicum. Most of the group were pleased with their placements. One student expressed a sigh of relief:

Yvonne I had said that I didn't have a car in order to avoid being placed out-of-town. I actually do and it will be useful so my placement is no problem.

Some were disappointed, however, to learn that they were not to have Neil as their advisor.

Neil went directly from this class to a meeting for all Ed. Pra. PI instructors:

Paul Well another party and nobody came, at least only a few. We'll make the decisions and let the others know. . . .

Only the Associates who were teaching the course attended this meeting. Some of the discussion centred around the nature of the next assignment. Neil agreed with the decisions that were made and promptly left for lunch.

In the afternoon he opted to attend the second Faculty meeting

meeting of the term. This was to be the last that he attended for the duration of this term.

An uneventful regular meeting of Practicum Associates occupied his Wednesday morning. The afternoon he spent in preparation for his Thursday class.

All but one student was present for the class on Thursday, October 9. The major topic was Lesson Planning. An eight-page handout provided the focus of attention. Neil extrapolated six important points that underscored the need for planning. He then added a further three; Avoids Confusion, Is a Guide, and Helps to Organize Materials:

Neil Any more? (silence) Note how I pause when asking questions! (smiled) Well, let's move on to what a lesson plan might look like. (Again he made reference to the handout writing certain key ideas on the black-board.) Now write down for yourself the meanings of each topic so that it's clear in your mind what the following actually mean, Behavioral Objectives, Concept Statement, Activities, The Assignment, Summary Statement and Evaluation of Lesson. (All taken from the handout.)

Each of the headings was given some kind of definition from six different students.

Neil So we have six major topics for a lesson plan but how you make a plan probably varies as much as there are numbers of teachers. (While speaking he had given out another seven-page document headed, Preparing a Lesson Plan.) This handout gives you a number of different plans and ideas for your organization of lesson plans. (Neil then distributed a paper referring to Growth in Communication from which he extracted four key points. He combined this with another single sheet which looked at Classroom Variables such as sources of information, size of group and task varieties. Just before the break he zeroed in on the last point printed on this sheet, Length: duration of activity.) Is your lesson too long, like this one? (Laughed)

Nine people remained in the room to talk during the coffee break. Neil began immediately after everyone had returned:

Neil Choose a lesson appropriate to the level you'll be teaching and prepare a lesson plan incorporating the ideas talked about today. Have it ready for the next meeting. Remember that next week is our last before the practicum begins.

In preparation for the last lab select a grade level you plan to teach. Try to select a book appropriate to the level and prepare a lesson around how you would present it. There are many ways of doing this. I would like to see how many different ways you can do this.

Ian Can I use an article?

Neil Yes, sure. The third assignment. Write down your impressions when you go home concerning your initial feelings of your school.

Feel free to begin your lesson plans now or go to the library to find an appropriate book if you wish. Don't forget the lab this afternoon.

There are more optional handouts available on questioning if you want them. (Most opted to collect copies until the bundles were exhausted. Included were a twenty-eight page document dealing with Asking Questions, Levels of Questions, Phrasing Questions and Criteria for Evaluating Questions; an eight-page handout concerned with Checklists for Various Questioning Strategies; an eighteen-page xeroxed copy of a chapter from a book, What Kinds of Questions; and a Conversation with Oneself about Useful Lesson Plans.)

At 1300 hours on the same day eight students met for a workshop/lab at which they each presented a lesson on a topic of their choice. They used questions derived from the six levels of Bloom's taxonomy in order to present their ideas. The topics varied from an explanation of Renoir's painting moods and life to a demonstration of beer drinking habits of various university fraternities; from a rift between man and God to the preparation of stage blood; and, a demonstration in static and ballistic exercises to a make-believe

session with Frosty the Snowman (!). After each, Neil asked the others to identify the levels of questions that had been used.

XVIII. THE FIRST HALF OF THE TERM; A REFLECTION

The Thanksgiving Weekend marked the mid-point in Neil's first term as a Practicum Associate. His teaching to that point had involved one full class with Ed. Pra. PI students and a little over twelve hours of meetings with Ed. Pra. PII. In addition, he had assisted with a regional workshop for Cooperating Teachers, attended many organizational meetings, visited a number of schools delivering materials and experienced an intensive two-week orientation.

He had been fortunate to secure materials for his Ed. Pra. PII class from Dora who had already taught the course. She was able to advise him which were more appropriate within the context of the general guidelines. The highly structured nature of the Ed. Pra. PI course, which included an extensive workbook and several videotapes, also provided him with a clear direction. Initiatives by both Dora and Eva enabled him to provide a meaningful contribution to the first workshop and prepared the way for further involvement in similar events.

Each of the Associates had assumed different responsibilities during this time also. The only time that some of them actually met was at the regular meetings on Wednesday morning. Neil had nothing to do with those who were working in the area of secondary education, indeed, he had little or no idea what they actually did. Even among those with elementary school experiences there was little contact.

Carol and Liza shared an office which was in a different building. Dora had her own office and Tina shared with Sara in another part of the complex. Tina spent a good deal of time, however, in Carol and Liza's office as Sara, a secondary teacher, was involved with secondary education students. A slight age difference meant that Dora did not become a part of this triad. Neil, of course, shared with Brent, but the nature of his job had little bearing on what Neil was doing. Apart from Dora's assistance in the preparation of materials Neil spent much of his time working things out for himself.

I asked him to describe his feelings and expectations about the Practicum Associate program before he came in August:

Neil Before I came to the job in August I guess I had very little idea exactly what the job entailed. I only knew what I learned in June from the previous Practicum Associates. I was looking forward to learning about the job from the people I had met so far in the office and the new Practicum Associates. I was sure that I would enjoy working with them. My expectations were personal ones. First of all I suppose that of a new challenge within a new setting that was quite different from an elementary school. Now I'm not disappointed at all about choosing to apply for the job. I have enjoyed the people in the job. I suppose there have been a few times or a few situations that were a little rough and rushed. An example would be the first regional workshop. At times also a few things were kind of uncertain. The first classes in Ed. Pra. PI and PII for instance, but they turned out O.K. in the end.

Q What of your involvement now?

Neil Well I'm not interested in the politics of the job. I enjoy working with the student teachers but I don't think that it's important for us to get mixed up in how the decisions are made. I know that some of the Practicum Associates are very concerned about this. I'm not.

Q Do you feel that the faculty might integrate you more into the general workings of other programs? Do you see this as important?

Neil I don't know if the faculty can involve us in other programs to any large extent. I know some Practicum Associates are working in various programs other than the practicum itself and I know that they enjoy that relationship with the rest of the faculty and the people they work with directly. I have no idea what they're doing, but I suppose where it can be done it should be encouraged. The more contact the better for both parties I suppose. That in turn, should benefit the students.

Q What would be an alternative way of spending the money to help student teachers other than on Practicum Associates?

Neil I think in order to help the students they need a close relationship with someone, to offer them guidance, more feedback and it certainly doesn't have to be a Practicum Associate. One way the money could be spent would be on cooperating teachers and perhaps one way of doing that would be by extending the practicum itself. I think the more time that the students have in the actual teaching itself the better off they are. I suppose another way the money could be spent would be on more faculty to use them to work directly with the students. Although neither, I don't suppose, would work out to be the equivalent number of dollars. Certainly the salaries of twelve people and extending the practicum let's say for another two or four weeks aren't on par dollar-wise.

Q How are you enjoying your teaching at the moment?

Neil As you know I have only had one full class with Ed. Pra. PI. I see the workshops as valuable to the students but they certainly have taken time away from the rest of the course. It is such a structured course anyway and the fact we only meet once a week and the group is so large make it difficult to really get to know the students.

I'm enjoying my Ed. Pra. PII group very much. I still have problems getting done what I plan, but they're a good group and seem responsive. There's so much they need to know it's hard to know what to leave out or put in. The materials Dora has given me are very useful, some though I don't think we really treat properly because of time constraints.

Neil very occasionally joined his colleagues for coffee breaks.

He sometimes had lunch with Dora, usually to continue a meeting and once or twice joined the School Experience Office staff for a break.

He did not find it necessary to take many breaks as he was not a

coffee or tea drinker and did not smoke. More often than not he would eat his lunch away from campus with family or friends.

Although he did not spend much of his time in the company of his colleagues they found him to be very congenial when he did:

Liza Carol, Tina and I work very well together. We respect each other's ideas and often blow up at one another but still maintain a mutual respect. We all admire the other's talents, organizational abilities and ability to work with minimum supervision. We don't have that much to do with Neil as he is working on different things. I know that Dora is giving him some help and she occasionally drops by for a chat. He seems very quiet compared to us but has a good sense of humour.

Both Carol and Liza enjoyed their job, especially the flexibility that it afforded. They did feel, however, that their expertise was not being used as much as it could have been:

Liza Before I started this job I had visions of us working with small groups of students on campus exchanging ideas about the real world and so on. I didn't think that we would have to spend so much time in administration. We don't mind this but would enjoy a little more teaching with the students.

Tina Yes, the thing that bothers me is how come after one session we are suddenly considered to be experts? How can we give in-service workshops for teachers about things we know little about ourselves? We know that such sessions should be exciting and interesting for teachers, after all we've been there. It's hard at this level to provide worthwhile ideas when you need to do so much reading and preparation ahead of time.

The three ladies devoted many of their hours to addressing issues which arose from their job. They searched continually for better ways to improve what they were doing. They recognized both the strengths and the weaknesses of the Practicum Associate concept and often became quite vociferous as they gave an opinion. Neil was not party to these discussions. He became involved very rarely in such conversations.

XIX. ED. PRA. PII: THE FINAL WEEK

The first thing Neil asked for on Tuesday, October 14 were the lesson plans the students had been asked to prepare. He had just finished explaining the proposed evening workshop for all Ed. Pra. PII students when a lady rushed into the room, fired three shots while muttering, "You deserve this you rotter," and exited quickly. He fell to the floor leaving a stunned audience.

Neil (Getting to his feet and nursing a bruised head!)
What did you see?

A number of ideas emerged; three shots were fired by a lady; she had dark hair and wore glasses; she was about five feet two inches tall and carried a black purse. Neil wrote these observations on the blackboard and then made reference to the chapter on Observational Skills in the textbook. He explained that information could be gathered in a variety of ways and shared a worksheet with them that looked at Attitude Scales through the technique of Semantic Differentials. Also, he brought to their attention the need to understand children's inner worlds:

Neil Should teachers measure students' attitudes? Let's look at Objective #9 in your texts, page 358.
(Silence. Only Judy had the textbook. This was the first time it had been referred to since the second class and the students had decided not to bring it as a consequence. Neil was not perturbed.) O.K.
why don't you have a look at that tonight when you get home.

Instead of this exercise he gave them a three-piece puzzle to put together. Because it was not completely straightforward each student had to think carefully how to do it; an optical illusion. One or two solved the problem and soon after everybody had completed

it. Neil pointed out that what sometimes looked obvious was very often not quite so easy and required additional thought.

After coffee he distributed a variety of helpful documents:

Neil You're not expected to read all these in this course!
 They are intended for whenever you have time to read
 them over the next few years.

A fifteen page copy of a chapter from a book describing Direct Observational Techniques, a worksheet of appropriate descriptors, an example of Kind Kid Kards for positive feedback, two Self-Assessment handouts, The Pupil Perception Inventory of Classroom Environment, Actual Evaluation Practices, a copy of the university's Practicum Progress Report and, a Student Teaching Evaluation Form, were all included in this particular collection. In addition, he gave each student a copy of an Evaluation of Socrates' teaching style (Appendix CC). As they left the room several chuckles could be heard.

The class reconvened for a final workshop/lab in the afternoon. Seven students attended. The objective was for the students to present a book, appropriate to a particular grade level, to the rest of the group. Stories varied from those with pictures but no words through those that required the reader to supply endings. Some were presented formally while other students had the rest of the group sit on the floor in an attempt to simulate a typical primary classroom. Neil recorded ideas under two headings on the blackboard, Reasons; and, Methods of Presentation. Between books he asked for comments and ideas from the students in response to the way in which each was presented and how effective it was and also how appropriate to the age of children for which it was intended.

He went straight from here to meet with Anna. They had planned to talk further about the next regional workshop and their part in it. Anna wanted Neil to join with her in the presentation she planned to make on Supervision. She outlined her ideas and Neil agreed to those for which he would be responsible. Together they went to another meeting called by Dora and Steve. Dora presented the small group of Associates with some ideas on Supervision which she had gathered from a conference. Steve also shared a few ideas about how to observe and analyze lessons while supervising student teachers.

Harry, Neil, Tina, Anna and Paul met early the following morning, before the regular Wednesday meeting, to consolidate expectations for the next regional workshop. Anna and Harry led the discussion. Paul agreed to have the program typed and enough copies made available for participants.

Following lunch Anna and Neil met again to go through their plans:

Anna We have a little over an hour for this particular presentation and there are two major topics to be covered, supervision and communication skills. We'll use the overhead to provide a focus. I'll start off with the first idea and speak to that for a few minutes and you follow with the second, then me, then you. O.K.?

Neil Right that sounds fine. We'll make it up as we go along!

They decided to use the same role-playing scenario that Neil and Eva had used at the first regional workshop. A few moments were spent rehearsing this.

The following day, Thursday, October 16, Neil began his last Ed. Pra. PII class by returning the lesson plans he had collected earlier. He had made comments on each paper but had not attached any

grade as this was a non-graded course. He reminded them of the approaching workshop on the Tuesday evening of the following week and then began to examine the topic of Evaluation. Four ideas were explained and illustrated in a fair amount of detail in this context: (1) preparing for evaluation, (2) obtaining needed information, (3) forming judgements, and (4) using judgements in making decisions. Reference was made to some of the material distributed at the last class although many didn't have the papers and were madly scrambling to share those of their colleagues'. At this point Neil made the transfer to the evaluation process in which the students would be involved at the end of their practicum:

Neil (He made reference to the university evaluation sheet handed out last week.) Your cooperating teacher will be looking for all the information printed on the evaluation forms. (As he read through each and offered examples for each.)

Yvonne What is the faculty consultant's role?

Neil (Paused) I hope I know! (Smiled) It's a cooperative venture; to help; be a mediator if necessary; a liaison back to the university. They are supposed to be able to help not evaluate. Assist. To help improve certain skills after observation. It's my role to go around from school to school and help.

Yvonne Should we teach as much as we can in this practicum?

Neil The basic objective of Ed. Pra. PII is lesson planning, not so much the sequencing of lessons. In my experience Ed. Pra. PII is a chance to try as many ideas as possible without doing too much or too little.

Most of the remainder of time was devoted to discussing problems related to the practicum, the preparation of timetables, how to get timetables to faculty consultants, and, what to expect during the first few days in the classroom.

Carla remained behind after everyone had left and asked to speak with Neil in private. I learnt afterwards that she was representing a few of her colleagues as she voiced a particular concern. Apparently, they had felt uneasy about the prospect of having me present in their classrooms during the practicum. Carla had thus requested that Neil approach me and suggest that I not accompany him. I agreed naturally in order to reduce their anxieties. I said to Neil that it was unfortunate that I had not mentioned anything in class about this. It was wrong to assume I could just go.

During the early days of the practicum I decided to write individual personal letters of apology to each of the students (Appendix DD). I requested also that as time went on if they should feel comfortable having me observe with Neil I would be delighted to come. He delivered each of the eight letters to the students concerned. They, in turn, were pleased to receive them. Some were really quite surprised. Much later in the term Carla approached me and said that she had never expected to receive such a pleasant letter. She, of course, was not aware of the fact that I knew about her initial reluctance.

XX. THE SECOND REGIONAL WORKSHOP

The group left the city very early on Friday, October 17, and travelled in two cars approximately one hundred and fifty kilometres south; after a short respite at the Golden Arches. Paul took his car as he was journeying on to another meeting afterwards. Harry drove the university stationwagon which contained all the audio-visual

and printed materials. The workshop began at 0930 hours in a large hotel complex. Approximately thirty-two people attended, faculty consultants, cooperating teachers and two or three administrators. Folders containing a variety of printed sheets were distributed at the door and people engaged in informal conversations over coffee. Paul then introduced himself and the "travelling circus" as he affectionately referred to the rest of the group. They, in turn, introduced themselves and made reference to their position as Associates on campus and their background experiences from the field. Paul then made reference to a timetable of events (Appendix EE) included in the package and asked the participants to form into five smaller units according to whether they were elementary or secondary teachers, first or second year sponsors, or administrators. He looked after the latter.

Neil assumed responsibility for a group of elementary sponsor teachers. He spoke about their role in the practicum by referring to a handout which they had been given, the same one he had used in the first workshop (Appendix W). There were seven points concerning the cooperating teacher. Neil read them all, elaborating on a few as he went:

Teacher Should the student teachers be teaching full-time by the end of the sixth week?

Neil The objective of Ed. Pra. PII is not to teach full-time but rather have a chance to try a number of different tasks.

Teacher If the student teachers are ready should they be given the opportunities to try more lessons?

Neil Yes.

Teacher How much time should be spent in actual teaching?

Neil Let's take a look at this. (Some discussion centred around this point.)

Teacher The choice is really theirs. I guess we should not try to pressure them one way or the other. Right?

Neil Right, avoid pressuring them. The aim is to have them teach lessons not to complete units of work.

Teacher What about observing other lessons, I feel that it is beneficial to see as many different situations as possible?

Neil Yes that's true, but . . . (At this point he tried to explain the rationale for the student teachers' placement for the practicum, which was in an area other than the students' first choice which came in the final year.)

Teacher I've never been a cooperating teacher before so my question is, "Does the observation period allow the student teacher to see how I handle certain children in the class?"

Neil Yes, as much variety as possible.

Teacher Should you arrange ahead of time with your student teacher if you're going to "yank out" a problem child?

Neil Yes, so that you may assist the student teacher in this area and nothing comes completely unexpected.

Neil advised the teachers that frequent supportive feedback helped improve situations and participation in planning enhanced positive rapport. He asked them to discuss a written evaluation with their student at the end of the third week and complete a final evaluation at the conclusion of the practicum.

He then turned their attention to another handout on which were printed ten questions for consideration. He read each out loud and then made a short comment:

Neil 1. Should student teachers prepare detailed lesson plans? (The log book which outlined the practicum certainly encouraged this.)

Teacher I certainly think they should. (Others nodded in agreement.)

Neil 2. How long should student teachers observe classes prior to teaching? and 3. What teaching load should student teachers reach during 1st, 2nd, 3rd and 4th week of each round. (He answered each of these questions by referring directly to the Practicum Handbook which had been distributed to each participant at the beginning of the workshop.)

4. How often and for how long should student teachers be left alone? It really depends on the strength of the student teacher. This is something you have to work out with them. Some students certainly require a lot more supervision than others.

Teacher I never leave my student teacher alone for you never know what might happen.

Teacher I feel they should have some time on their own to get a feel for the class.

Teacher It seems to me that you have to be very careful in this. If you misjudge a student's capabilities it could have disastrous consequences for your class.

Neil (He quietly suggested they continue with the next question.) 5. What amount of support should cooperating teacher give student teacher during student teacher's lesson regarding (i) content, (ii) discipline? Many of the students will have ideas about what they wish to teach. Some you may need to help reduce to a more manageable number. This is probably not the problem, it's in the area of discipline that some will need help.

Teacher Yes, this is an area that often needs a lot of work. I hope that they observe carefully what I am doing so that the children don't have to get used to whole new ideas for the short time the student is in the school.

Teacher Well I insist that they follow the rules that I have established so that the children are not disturbed too much.

Neil 6. How much assistance in lesson planning should cooperating teacher give student teacher? Again, most students have a format that they wish to follow unless you want them to follow your's. This kind of thing is best worked out between you and the student.

- Teacher I prefer they bring the format from the university, it helps me to know how they have been learning it.
- Teacher I usually give them a unit and help them break that down into a series of lessons and then let them prepare their own individual lessons without much interference.
- Neil 7. How often should Faculty Consultants visit? The Practicum Handbook recommends two visits a week.
- Teacher While we are on the point of Faculty Consultants, last year they were involved in evaluations. It sounds as if there has been a change in emphasis here. Is that true?
- Neil Yes, the Cooperating Teacher has the responsibility for the final evaluations.
- Teacher I have another small point too. When we have parent-teacher interviews the student teachers don't need to be involved do they?
- Teacher The Practicum Handbook says that student teachers might be involved in this process.
- Teacher No! I don't want them in my interviews.
- Neil Are there other comments? (Paused) Number 8. How long should Faculty Consultants visit? Again, this depends a lot on the strengths of the student. If you want more visits I'm sure the Faculty Consultants would be pleased to come out.
- Teacher Sometimes they don't stay long enough and the student feels let down as they may not have seen the best part of the lesson and may evaluate those parts that were not particularly good.
- Teacher Yes, I agree, they should have the courtesy to stay until the lesson is actually finished.
- Neil (Looked at his watch.) Number 9. Should Faculty Consultant and Cooperating Teacher observe the student teacher together during any lessons? This may seem like a threatening experience but it can also be very constructive if all three are prepared properly. We are nearly out of time so, number 10. How can I prepare classes for student teacher? (He thought for a while.) Give me a concept, anything . . .
- Teacher Energy.

Neil All right, energy. First, think of the concepts, power, electricity, light, whatever. What are these made up from? Then, think of the materials required to make the concepts work. So too in preparing students. Present the concepts and then decide what materials are needed to present the concept.

At this point in the day participants broke for coffee. Anna and Neil used the time to prepare for the next session. This next part of the workshop was a new experience for both Anna and Neil. They were to deal with supervision of student teachers in the main part and then devote a few moments to consider communication skills. Neil had gleaned some ideas from his workshop with student teachers with respect to the latter but for both he and Anna dealing with cooperating teachers was quite a different undertaking.

Anna introduced the concept through a series of handouts highlighting planning, observation and analysis. Neil, using an overhead transparency, emphasized the analysis aspect which concentrated on the positive aspects of teaching rather than the negative. He made the point that evaluation was not the objective of the exercise. During the actual observations he suggested the cooperating teacher should focus on exact details so that at the end a clearer picture of the teaching process would be available. Anna interjected that such an approach was far superior to just sitting at the rear of a classroom making copious notes. Neil then went on to encourage the teachers to explore the ideas of self-analysis and self-reflection among their student teachers. During the post-conference analysis, the final stage in this supervisory cycle, Neil suggested the focus should be on the cooperating teacher and how she/he helped or hindered the entire process. As the hour progressed they both became quite relaxed

and ran the session as a duologue. He stood close to the overhead on one side of the room while she occupied the space on the opposite side. The presentation was totally unrehearsed but he would make a point having made reference to a line on the overhead and she would continue with the next one, again making reference to the overhead. Occasionally, they both tried to address a topic simultaneously but a quick eye contact and a series of non-verbal cues enabled one of them to continue. Both felt the session to be somewhat superficial, however, and constrained by time and they were not sure if they had been successful in convincing the group as to the merits of clinical supervision. They expressed some disappointment at not being able to spend a little more time discussing the actual process with the participants.

The final part of the session before lunch was given over to a discussion of communication skills and the importance of descriptive rather than evaluative feedback. Anna stressed the need for specifics rather than general statements when dealing with student teachers. One of the participants spoke to the question of planning and classroom management as a result of this discussion and felt there should be more attention paid to the same in the university program. Anna and Neil nodded in agreement but did not continue the argument. Instead they divided the large group into triads. The instructions, printed on one of the handouts, were for one person to speak on the topic of supervision, a second to paraphrase what they had said while a third observed to see if in fact the summaries were congruent with the original. Time had not allowed for another four-page paper, describing five skills for effective communication, to be discussed.

This short exercise was designed to illustrate only two of the five, "paraphrasing" and "perception checking."

Five minutes before lunch Anna stopped the groups:

Anna Just before we break for lunch Neil and I would like to do a short skit for you. (The same one that he had done with Eva at his first workshop.)

Neil It won't win any academy awards but we have tried to knock off the rough edges.

Spontaneous applause followed the effort. Anna smiled but admitted afterwards that perhaps the group might not have appreciated the meaning because it may have been too rushed and out of context. One person, however, was overheard to say, "It's been a very good session, much better than last year!" Lunch followed in a separate room and informal conversations continued.

Evaluation procedures provided the forum after lunch, led by Paul. He argued for firm decisions to be made, for people to avoid marginal ratings and a strong commitment from the university to honour all those potential problems some cooperating teachers faced. Half-an-hour after beginning this session smaller groups were formed, the same as those for the morning. Neil distributed a number of papers that referred specifically to the Ed. Pra. PII component of the program. One was a nine-page list of suggested comments which could be used as a basis for writing anecdotal reports, taken directly from the Practicum Handbook; another was a four-page example of a student teaching evaluation form while the others were copies of the official university practicum progress reports. Most of the time was spent comparing the merits of each of these report formats. Some seemed to prefer the skills checklist which was prescribed for the

final year practicum. Neil tried to explain that Ed. Pra. PII was not the end of the line for the students and thus it was important that attention be given to other potential qualities rather than specific skills. Little agreement was reached within the group as to what constituted the best evaluation form but all agreed they would use the official form in the final analysis. A coffee break at this point interrupted the proceedings.

Harry introduced the last session of the afternoon which analyzed a number of case studies concerning student teachers in various predicaments. He placed particular emphasis upon the idea of the student teacher being a beginner and therefore in a totally unique position. Anna followed with a videotape illustrating the role of the cooperating teacher and Paul then distributed evaluation questionnaires to each of the participants. As people left many thanked the group for an excellent day's presentation, asked them when they might return or pressed for further clarification of some points raised earlier in the day.

A good deal of the return journey in the car was given over to reflecting on the answers each of the participants had given to the ten points raised on the evaluation form. Neil drove the car as Harry had been joined by his family in order to drive elsewhere for the weekend. Anna and Tina also occupied the car as Paul had also gone to another meeting. They were pleasantly surprised by the number of three, four and fives that had been circled (five-point Likert scale) on the evaluation forms. They concluded that the workshop had been a success although felt there were certain areas that required improvement

if a similar endeavour were to be undertaken again. Neil expressed confidence in his performance with the cooperating teachers and felt reasonably good about his effort with the clinical supervisory model:

Neil I think our session went well.

Anna Yes, but now that we know how much time is involved. It's amazing how fast the time goes. I was sorry that we didn't have more time. Perhaps if we had known our subject more thoroughly too it might have helped to gauge the time.

Neil Yes, I agree, but it's hard to put across an idea that is new to you and also one that is so complicated. I wonder if they really understand what clinical supervision is all about? I wonder if I do?

Anna I was sorry that we had to do all the talking, it seems to me that this kind of thing works better when people are doing things rather than just listening to someone telling them what to do.

Neil I wonder if there are any other ways of presenting it?

Anna Perhaps we should produce some video-tapes that show exactly what we are getting at. Examples of how to observe and what to look for and then how to conduct the conference after the lesson.

Neil Yes, but that still needs time. I would like to have seen them try a few more problems for themselves, you know practice paraphrasing and wording questions carefully.

Anna It seems to me that one short session is just not enough if the teachers are going to begin learning about clinical supervision. I know that I would need a lot more time than that.

Neil Right.

Anna Perhaps we need a follow-up session?

Neil Yes, but it's unlikely we'll get one.

Anna I guess I need to read more about it!

Neil Me too!

XXI. ED. PRA. PI

Neil began his second full class meeting with Ed. Pra. PI students on Monday, October 20, by handing back the library assignments from the first workshop. He called each student by name as he handed back the graded papers. He then announced that a note from the education library had four names written on it of people who had not finished the Teaching Materials' Assignment. It transpired that one of the persons had subsequently withdrawn, two were not present and the other was intending to hand it in that week. Following this introductory activity a few students asked some pertinent questions about the paper that was due the following week. Neil opted to answer each question individually. In the meantime he asked the group to read through the sections from the workbook dealing with Clarity of Teaching Language.

A number of the major headings from the readings were printed on the blackboard and the group worked its way through the practice exercise. Neil asked the students to continue on their own with the next twenty-three statements relating back to the piece they had just read. Again, some of the class had forgotten to bring the workbooks; one fellow spent a good deal of time perusing his library assignment, just received, having returned his book, Reformation in the Nineteenth Century, to his bag; another female used the time looking over a friend's shoulder at what she was doing; and another female, who had already done the exercise before coming to class, was relaxing in her chair chewing on a piece of gum. Neil mingled among some of the students and was able to address a number by their first name. After some

twenty minutes he adopted the strategy of quickly working along the rows soliciting answers to each of the statements. Some received a little more discussion as responses varied but consensus prevailed in the final analysis.

Neil (Changed the direction of the discussion.) To help you understand the video-tape a little better I have prepared an abstract for you of it. (He handed out a sheet, A Guide to Viewing Clarity and Emphasis.)
(Note: This abstract had been prepared in conjunction with the actual tape as part of the complete package for the course.)

(Read from the handout.) This tape is based on a Grade six Language Arts lesson on homonyms. . . .

Not all of the handout was read, just enough to introduce the tape which was then shown. As soon as it finished everyone took a coffee break.

The second part of the class involved a third concept from the workbook, that of Classroom Interaction and in particular the topic of Questioning:

Neil Why is questioning so important? Why is it so important in university? Why is it important in teaching? Why, . . . that is multiple questioning by the way.

Student (Male) I don't understand.

Neil (Sarcastically) Out in the hallway . . . (most laughed at this spontaneous reaction).

Rather than discuss the point immediately Neil opted to clarify the lack of understanding through reference to the materials. He wrote the headings from the workbook on the blackboard including the six categories from Bloom's taxonomy. Some explication of the latter was made with the students making reference to the text. In order to illustrate this more carefully a videotape had been brought to the

lesson. The class opted to view this rather than work through the practice assignment which they chose to do later in their own time. A handout intended as a guide was distributed; regrettably, Neil had been supplied with the wrong tape. He apologized to the class for the mistake, but because it too dealt with questioning at a different grade level, they chose to use it anyway. Because class time ran out before the tape some of the students began to leave. Eventually, Neil had to stop the machine as a media person was anxious to move it to a new location and students seemed intent on departing for other appointments. One or two took the opportunity at the end to speak further about their anxieties with respect to the assignment. One of the male students, Lanny, who had made a habit of engaging Neil in conversation at the end of class, again tarried so that he might pursue a line of criticism about the course which he had begun on an earlier occasion. To avoid another lengthy discourse Neil asked the student to accompany him back to his office where he had some pressing business to attend.

After Lanny had gone Neil sat down with a sigh of relief:

Neil Wow that was a bit rushed wasn't it? It felt like I was starting all over again. The wrong tape and the lack of time didn't help. Those scoring keys are a nuisance too, there are so many mistakes. Ah well I guess I'll just have to keep the course going and follow the workbook as closely as possible. There's just no room to relate some of my experiences either. I always think about what I should have said after the lesson is over. I don't think I enjoy teaching this course as much as I did Ed. Pra. PII.

XXII. THE FIRST ON-CAMPUS WORKSHOP

Neil and Dora used the morning of Tuesday, October 21, to prepare for the evening workshop. Eva joined them for a short while toward lunch time. Most of the afternoon was spent running around printing and collating materials. The actual workshop began at 1900 hours.

A large lecture hall hummed with expectancy as an overflowing group of students waited to hear more about a practicum which was due to commence within seven days. Latecomers had to sit on the stairs because all the tiers of seats were occupied. Neil began the proceedings by introducing himself as a Practicum Associate and what that meant within the context of the university. He apologized for cutting into the World Series and the exam schedule, "But who studies for exams anyway?" Dora then explained the evening's program (Appendix FF). Neil distributed a facsimile of the progress report used in Ed. Pra. II. He reminded them to be aware of the mid-practicum evaluation and be ready for it. Having worked through some of the information to be found on this form he gave each student another paper which illustrated the roles various people had during the practicum, the same handout used in previous workshops (Appendix W). First, he looked at the four points used to describe the faculty consultant and then the seven points given over to the cooperating teacher and finally the six ideas related to the student teacher:

Neil If you have any questions—Dora will be glad to answer them for you! (Some in the audience laughed.) Don't phone the Dean straightaway, it might look bad for us! (More people laughed.) We'll phone the Dean if necessary! (As he read.) Sorry about the overuse of "he" instead

of "she." (As he read he grew tongue-tied and gave himself a slap on the face; people roared.)

(At this point he read from the list of teaching skills dealt with in Ed. Pra. PII.) Everyone did these of course? All my group did! (Friendly jeers.) Theory is all right but what is important is putting it into practice.

Dora took over to talk about Interpersonal Communication Skills referring to eight specific ideas including, Paraphrasing, Perception Checking, Stereotyping, Checking for Understanding, and Sharing Reactions. Later the group was told when the next workshop would be scheduled and that it would be concerned with techniques of supervision and evaluation. Some of the students were a little incredulous at the thought of another workshop. Neil then asked if there were any questions:

Student What happens if my way is philosophically different from the cooperating teacher's?

Neil Hopefully, the relationships you build up will allow you to accept each other's differences. In the end it is her class and you must accommodate to her style.

Two former Practicum Associates and now practising elementary school principals presented a short skit just before the break. They showed both how not to be a cooperating teacher and how, hopefully, the students might find their sponsors to be in the ideal situation. The first caused a good deal of laughter because of the content and manner in which it was acted; the latter, a few sobering reflections.

As the students left the lecture theatre they were instructed to pick up a seven-page document which was to form the basis of a conversation with their cooperating teacher. They were asked to go to the fourth floor lounge where coffee was available and sit with other

students and personnel from the school to which they had been assigned for the practicum. Signs, posted around the room, indicated which school occupied that space. Soon the entire place was humming with people and the couple of announcements that were valiantly attempted became drowned in a sea of chatter. Groups of teachers, students and administrators introduced themselves to each other and most of the conversations were of a general nature. Neil used the time to distribute and, where possible, collect cooperating teachers' expense forms. Eventually some of the administrators and faculty consultants began to drift away leaving the cooperating teachers time to talk directly with their students. Some of the diads opted to use the handout which the student teacher had brought but many abandoned this so that they could talk more freely about the practicum itself. Gradually the numbers began to thin out. One cooperating teacher was overheard to say as he left:

Cooperating Teacher They never did this ten years ago. You just met your cooperating teacher and faculty consultant in the school itself after you had been teaching. . . .

XXIII. AN INVITATION FROM THE TEACHERS' ASSOCIATION

The regular Wednesday meeting, on October 22, was devoted to a discussion as to what in fact was a Practicum Associate. An invitation to all Practicum Associates to attend a special meeting at the Teachers' Association headquarters in order to assess the program had been issued for Thursday, October 23, and the group had decided to go prepared.

Both Steve and Carol were out of town giving workshops.

Harry's car had broken down. Spence, who was convalescing from a serious operation, had planned to attend this, his first meeting since orientation, later in the morning. The group agreed first to a date for a special workshop devoted to supervision and then turned its attention exclusively to a discussion of the following day's activity.

Dora Could we talk about it? (Tomorrow's visit to the Teachers' Association.) Last year people were concerned about what happened, especially after it was over. It became a bitch session and deteriorated rather badly as time went on, such that at five o'clock they cut off and people left somewhat unsettled.

Sara Let's prepare mentally and perhaps specific ideas in order to avoid a repeat of that sort of thing from last year.

Liza Can you be more specific about what happened?

Brent Well there was no agenda and none of the Associates really knew who the committee members were.

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Paul . . . the committee is formed from people across the province. It decides how the money is spent for the practicum including such things as teachers' honoraria. It's comprised of all the locals in the area.

Liza Do they have a say in deciding practicum content?

Paul No, they are the monitors looking over shoulders to see what is going on.

Dora (Quiet sarcasm.) Could you draw this on a piece of paper?

Paul No! (Smiled)

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Anna Let's try to eliminate the beefs.

Liza There seems to be a lot more cooperation between certain departments and Practicum Associates. Why are people so easily threatened? (Further comments along this line were

- made but the speaker emphasized certain individuals went out of their way to ensure good relations.)
- Dora They (the faculty) know (about these problems) and voice very similar concerns.
- Paul Your input is required with respect to the role of faculty consultants and the recommendation for Practicum Associates to spend two years on campus.
-
- Sara What we need is not just a single meeting but opportunities to set up a vehicle whereby the concerns can be dealt with.
- Liza Obviously this group (the Teacher's Committee) has a set of goals but we are not aware of them.
- Sara Perhaps we should come up with specifics?
- Anna Rather than opinions perhaps we need to have specific ideas.
- Paul Perhaps this group should come up with some proposals that we may give to administrators?
- Vera To justify our existence! . . . It's a supportive committee for there are many people on that committee who fought long and hard for practicum related activities.
- Liza Let's write something down to give us direction. I need to know where I'm going. Anyone interested in working on this? (Most people nodded in agreement.)
- Brent We're at the mercy of this committee because they decide whether the Practicum Associate program should continue!
- Liza Therefore, to avoid misconceptions we need a sub-committee from among the Associates. (At this point certain feelings of frustration were aired with respect to the decision making process.) . . . we have no power to influence! (Discussion then centred, briefly, around the alternative way of spending the money that was presently being used on the Associates.)
- Dora We are very expensive.
- Tina Very expensive secretaries!

Anna Perhaps our frustrations stem from our original expectations. For instance, trying to share our experiences from the field with student teachers and not being able to do it?

Dora (As time was running out.) I have enjoyed this rap-session.

Tina Yes, we all came to this job with different perceptions so we'll all have different ideas about what should happen. . . .

The meeting adjourned very shortly afterwards. No official paper was prepared nor position taken. The group felt more comfortable about the proposed session with the Teachers' Association, however, as a result of this discussion.

Twelve Associates (Brent was out of town) and six representatives from the regional committee on practicum met to discuss the program at 1600 hours on Thursday, October 23. The meeting was chaired by the same person who had chaired the original selection committee. She gave a brief preamble about the Practicum Associate concept and declared the intentions of this particular committee in the monitoring process. Reference was then made to the Seven Case Studies prepared by the School Experience Office which had been done by previous year's Associates: (Quotation from that document; not read.)

What differentiates this research from past efforts is that, rather than seeking to generalize the experience of large numbers of student teachers, its designers have sought to particularize the individual experience of a few students.

Each Associate then introduced him/herself and spoke briefly about what he/she did in the program. As they relayed their activities other members present were making notes or collecting coffee from an urn close to the window. Everyone was seated around tables arranged

in a rectangular configuration. The meeting had been planned to last for two hours and to be followed by supper in the cafeteria. No other university personnel had been invited to attend. Carol was a few minutes late and found a seat next to the chairperson. Liza was over three quarters of an hour late. She squeezed a chair in next to Carol. Needless to say both ladies missed the introductions.

Ada (Chairperson—practising teacher) Do any of you have evaluative functions?

Harry (First year Practicum Associate) Spence and I do.

Tina (First year Practicum Associate) We'll find out next week!

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Dora (Second year Practicum Associate) Neil and I have sections each in someone else's name. We love it!

Al (Former Practicum Associate) Instruction in and introduction of new programs need some clarification. Now that we have heard what you are doing are your jobs consistent with your expectations? There may not be Practicum Associates next year, we don't know yet. Do you have any concerns about your role?

Sara (First year Practicum Associate) I had personal expectations following the lines of the original ad, but I feel professional expectations of the role are also important.

Ada What kind?

Sara Practicum Associates must contribute in some qualitative method toward professional involvement. Those with whom I work produce good stuff but there are not that many.

Harry What are we really doing? (Everyone laughed.) I'm busy doing things but not all of it is that useful. We run about a lot doing joe-jobs and there is often little use made of our expertise as classroom teachers. There is not an efficient use made of our time. We are plugging into what's happening not our own ideas. These are largely others' perceptions.

Al We are sending expensive talents there, but are they being used adequately?

- Harry We are experts at workshops! But not experts in the eyes of the faculty.
- Ada Are you involved developing the workshops?
- Harry We are filling the needs that someone else has devised.
- Dora You are not alone. I have spent eight weeks shuffling cards for student teacher placements but I know that a secretary could do this job. It really bothers me as this is ten percent of my assignment.
- Ada Do you have a lot of clerical duties?
- Tina As teachers we had lots of clerical duties. The only difference now is that we have time during the day to do it and not at night.
- Anna (First year Practicum Associate) There's a lack of time though and a lack of flexibility in the programs too in which to achieve other important things. There tends to be an information overload day after day.
- Al Are you just passing on information rather than being directly involved?
- Ian (Committee member representing Teachers' Professional Association) You are not responsible for the input into the courses?
- Tina Other than marking the assignments, no. We are not involved in program development.
- Steve (Second year Practicum Associate) Practicum Associates have contacts in the field and a good deal of expertise but the faculty is in charge of the programs and we don't have a vehicle for being in charge of the programs, we dovetail into someone else's program. We miss the contact with some student teachers and have no power to make changes, no input. The alternative is personal lobbying with instructors or structuring the role of Practicum Associates ourselves.
- Innis (Second year Practicum Associate) The question of power and influence and the lack of using expertise in the role. Why don't we have the influence? (As she read from her notes she listed the many groups that affected the Associates.) We now have program coordinators who help us become influential. The School Experience Office needs to have people seconded entirely to them rather than to specific departments.

- A1 When you say assignment to a department how does that affect your influence with the coordinators?
- Innis Assignment to a department is usually through the coordinator. . . . Program coordinators have better contacts.
- Sara . . . Perhaps we should explore influences in areas where we have expertise?
- A1 My impression of the four years shows that Practicum Associates have become farther and farther removed from the student teachers in order to do more coordination.
- Steve There are two areas where Practicum Associates have definite contacts, in the C and I and Practicum-related courses. The on-campus involvement varies a great deal and there seems to be a trend toward managerial-kind of people.
- Tina I think that we have time to do both but my contact to this point has been very superficial. The managerial part I enjoy but I would like more contact with student teachers.
- A1 Only two of you are involved bridging the gap from campus to school! Perhaps we should take the worst teachers out of schools rather than the best so that they can do the managerial tasks! (Everyone laughed.)
-
- Ron (Former Practicum Associate) How does the faculty look at the Practicum Associate who is an outsider? I have gone through the same frustrations as you people as the faculty has the legal power. I'm not sure what can be done about that. It boils down to individual negotiations. They are not happy giving up that power.
- Harry Is it power or recognition of professional expertise? Is more authority or more responsibility commensurate with professional status? Other than the assignment of the task do they recognize expertise in other ways?
- Ron Some like it, others enjoy the managerial work being done for them.
- Ada You are teachers' aides at a higher level.
- Tina We are enjoying it, but should we be involved for more than a year these problems might be increased.

- A1 But we have to look at the long-term objectives; we know that you enjoy it.
- Ian (Committee member representing Teachers' Professional Association) What about a job description? (A long job description was read.)
- Sara It loses something in the translation. If we graphed out student contact it would look differently.
- A1 And the student teacher aspect would be at a minimum?
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- Liza (First year Practicum Associate) . . . What about a sub-committee to set goals and objectives? What's happening in other courses?
- Carol (First year Practicum Associate) We communicate through bulletin boards, they are good but are not related to the overall structure of programs.
- Vera (First year Practicum Associate) I'd love to get my hands on a certain course but the Association won't let us teach CI courses. We need to alter it to a practicum course. I didn't expect to be doing so much teaching, I love it, but I would enjoy more contact with student teachers.
- A1 It's all extremely political at the moment. The guidelines note that you can teach courses such as Ed. Pra. PI as we didn't wish to pad CI and Methods courses. The rule is that if it's an on-going course then CI must pay for it. A recent practicum course is legitimate. There's a good deal of BS in this. They accuse the Association of not allowing Practicum Associates to instruct but you shouldn't need to teach an entire section just work with a group or groups teaching and working in the field.
- Steve (In reference to an article in the most recent PDK magazine, he read:)
"The educationist establishment has three essential . . . functions besides the nominal one of teaching kids. They are; to grow, to protect the profession from competition, and to ward off outside scrutiny."
- Dora I feel confident teaching such things as classroom management skills, discipline, etc. I'm happy doing that.
- Tina But not all of us are involved.

Neil (First year Practicum Associate) It's certainly good having few students in our classes.

Al But you don't have the same students in the field?

Liza . . . departments are very supportive but when we are assigned to specific professional tasks things fall apart. You need to tread softly, be tactful. I would like to propose a two year appointment where only six people are replaced each year, a kind of rotational thing. One group would become a helping group for the other. For instance I didn't know that you had to send out mileage forms!

Carol You didn't! (All laughed.)

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Dora I should like to talk about workshops. I like having input into teacher education but I don't enjoy running workshops after only six weeks on campus. One of our members did one after only two days in the university.

Ian That's why you need a job description.

Steve It's getting late, but we need to define exactly what Practicum Associates are doing or else lobby individually for ourselves. I've had a great time with the people I have been involved with. But the most important thing is program and how we can have an influence on teacher education and the methodology.

Innis Workshops are really the Practicum Associate's only route. Perhaps we need to look at experts in the field too and have them become workshop leaders rather than the Practicum Associates. Re-channel the money to field experts. Let's look for alternatives. What about the preparation and selection of cooperating teachers? Can we have influence in other directions?

Al You are observing really on two levels but additional impact needs thought. You know what is expected on a personal level but it's all haphazard! Here's a suggestion which might strengthen your observations; over the next few months jot down your observations and send them to us. Remember negotiations are under way now for new Practicum Associates and we don't know exactly what is going on yet.

Ada We must consider the Practicum Associate's role very carefully and the practicum especially. It's important to keep together as a group on this.

- A1 The Dean wants the faculty out of the observational role, that's well known. The first item on the agenda is a discussion of this.
- Vera I had hoped to do some faculty consulting in the field but the faculty always say that cooperating teachers should do the evaluations. I see this as a cop-out.
- Liza . . . but we don't know anything about the cooperating teachers and yet they are to evaluate exclusively without help!
- Innis The workshops have shown the strength of bringing cooperating teachers, student teachers and faculty consultants together.
- A1 The policy on practicum courses is clear. We don't want certification, the practicum is the responsibility of the university. No one has suggested that cooperating teachers want sole responsibility.
- Harry They cover themselves with faith in the profession but put little money into it.
- A1 There has been a withdrawal from the evaluation process and therefore there's a need for the Practicum Associates. We are concerned about the product coming out.
- Harry The Dean sees the Practicum Associates as being ambassadors for the university once they have finished their time there. What's the teachers' plan for the Practicum Associates?
- A1 It all depends on funding. If the government gives the money directly to the faculty then we have no control, but if it's given through the Association we have some power to influence the process.
- Harry Pushing for regional placements for example to take the pressure off local districts, just in case!
- Steve This is pretty heavy stuff. We are heavily involved in policy decision making. How much power do we have to change?
- Ian Considerable. Remember that Canwest is required to negotiate an agreement with us and if this is not signed then there is no agreement. Power exists at all three universities but we don't know the government's decision yet.
- Steve Therefore we need more specific goals.

- Al We have agreed to the three phases of the program and to their contents. Perhaps what is required now are the workings being changed. Nothing can go through unless it's been agreed to by another committee that's why we need to keep in contact with you people.
- Steve Anyway we can bring the sides together and achieve our goals.
- Al Yes, cooperation has helped.
- Harry They don't like others treading in their space.
- Ian Of course they don't.
- Ada A burr under the blanket.
- Harry What about internship?
- Al Seriously, we want to make the program a better one. Perceptions are not important, the program is.
- Jim (Committee member representing Teachers' Professional Association) We don't make enough written comments.
- Sara A small point but note Practicum Associates can bring great impact to the field after they return to the field. Look at the product at the end of the program.
- Al We put them on to our committee. (He pointed to two ex-members in this group.)
- Dora We write proposals for improvement (nervous laughter), but they don't have much impact on the total program. I was invited to sit on a special committee, "You are ready, willing and able to serve," but . . .
- Ted (Committee member representing Teachers' Professional Association) The worry that I get is that the government at the Associate Deputy level see Practicum Associates as being no more than supplementary people on faculty.
- Spence (First year Practicum Associate) What about two-year appointments?
- Al The policy does not favour this at present although four have returned this year for a second stint.
- Liza Because we come in new it takes a year to learn how to manipulate people, things and obstacles.

Spence The first two-week orientation, for instance, was very successful.

(Note: At this point the Chairperson suggested calling the meeting to a close as supper was to be served in the cafeteria. She hoped that informal conversations would be continued while people were eating.)

No major statements or specific documents emerged from this particular meeting. Both the Practicum Associates and the teachers' committee members expressed a degree of satisfaction about the exchange of ideas.

Neil had enjoyed listening to the comments, although he had made no contribution. As he reiterated, "I'm just not that interested in the politics." Others, however, reacted at the following week's meeting of Associates:

Brent Any reactions to last week's meeting that I missed?

Tina I was happy with it. We were tense at the beginning but relaxed as it progressed.

Paul It has nothing to do with me . . . (smiled) it has everything to do with me (laughed).

Innis They were more receptive than last year.

Harry They felt that they now had something concrete to work with.

Anna It was a very pleasant time.

Liza It sounded more like a policy session to me.

Vera No, it was really a monitoring function I think.

Brent If they are a monitoring body where does that information go?

Paul Through procedures of negotiation with the practicum committees it goes beyond the stage of just monitoring.

Anna They seem to have the background they need and the understanding of the Associates at heart.

Brent The concern now is when will the grant come down?

Paul The November meeting of the Joint Board might be a time for decisions as this is an advisory group.
(At this point the meeting adjourned, the shortest yet, only thirty minutes in length.)

A number of Associates had to leave in order to attend to other matters. Those that remained spoke informally about some of the pointers that had been raised at both this meeting and the previous week's session. Problems over role definition, job description, the future of the Practicum Associate program and the need for more communications between departments and various individuals were all brought up at this time. Nothing, however, was resolved although one or two Associates were determined not to let the ideas that had been aired be totally forgotten.

XXIV. ED. PRA. PI CONTINUED

A heavy cold and a touch of 'flu' necessitated a shortened meeting for Ed. Pra. PI the following Monday, October 27:

Neil I would like to keep this class short today. (The group moaned.) I have a few bits of paper to clear up and need to finish off the questioning from your workbooks.

First, he handed out the library assignments to those students who had been absent the previous week and then, secondly, gave out a handout listing Bloom's taxonomy of question levels with some accompanying examples. Using the sheet as a guide he worked through each of the examples and then referred the group to the pertinent practice sheet in the workbook. Very few of the students had made the effort to complete this assignment so some were trying to read the statements, some were speculating about answers and others were quickly inserting

the correct answers as they heard them. The somewhat over-zealous persons in the last category made a number of corrections as they perceived better responses or put the wrong answer in the wrong place. A number of students challenged the general consensus of answers, but acquiesced under pressure, all that is except Lanny who continued to mutter about his general lack of understanding.

At the end of the exercise Neil gave out a copy of assignment Number Two. He also advised the group that their first piece of work was due that day. The students were given time to read the three choices available to them; they were expected to answer one: either prepare a lesson plan, or a transcript of a lesson or a dialogue between a student and teacher. A quick survey of the class showed the majority had opted for the second choice.

(Note: This week marked the beginning of the second five week half day school observations. All those who had been in elementary schools were switched to secondary and vice-versa.)

One student reported that she did not have a cooperating teacher at her school as the administration had never heard of the teacher to whom the university computer had her assigned. Another female protested about her placement with the boys' physical education teacher. Yet another spoke rather harshly about striking a particular teacher from the list as he "hated" first-year students. Finally, another student complained that she was unable to complete any of the exercises suggested in the workbook as her cooperating teacher expected her to do other things that she had arranged. Neil invited all those with similar problems to his office so that other placements could be made.

Work begun in connection with the concept of Classroom Interaction was preempted the following week, Monday, November 3, by a return to a discussion of emphasis in Teacher Language (concept number four). Included in this were the topics of Voice Modulation, Cueing and Paraphrasing. Neil made reference to each of these in the workbook. He then took them through two practice exercises which asked the students to distinguish between the three. A third assignment involved the use of a film:

Neil (Read from the paper) "Ten teacher remarks are keyed on this film. You are to watch carefully for each keyed remark and indicate whether the remark is an example of: (1) Voice Modulation, VM; (2) Paraphrasing, PA; (3) Cueing, C; (4) None of the above, NA."

At the conclusion each student compared his/her answers with those of the master key.

Between his Ed. Pra. PI teaching responsibilities Neil found most of his time was taken up with school visits observing those lessons his Ed. Pra. PII students had asked him specifically to critique:

Neil There are no major problems among the students. Most of them keep me well informed about what they are doing. Ken phones me almost every night if there are changes in his timetable. He seems to be having a few problems with his cooperating teacher. I try to take in the lessons they want me to observe but sometimes there are clashes and I just can't get from one school to the next in time. Lena has her work cut out for herself with a grade six class, but Kay is doing a superb job, so is Mona. She has a really interesting cooperating teacher. Lots of good ideas and lots of materials in her room. Carla has days when she is not too happy with what is happening but she's enjoying the class. Yvonne is doing a great job too. I'm really pleased with them all. Actually I'm enjoying going around from school to school too, I've never been able to do that before. As a regular classroom teacher you don't get many chances to see other teachers at

work. Most of the cooperating teachers are really very helpful too.

In addition to his supervision Neil continued to meet with Dora and Eva in preparation for the next on-campus workshop for cooperating teachers, Tuesday, November 4.

XXV. TUESDAY, NOVEMBER 4

Also on this day Neil had arranged for his first Call-Back session for his former Ed. Pra. PII class. Although he was only responsible for supervising eight of the original group he had invited them all to attend. A number had opted to complete their practicum elsewhere in the Province and others were not able to get time off to attend, but twelve came to the meeting. A good deal of time was spent just comparing teaching situations and then Neil asked them to evaluate anonymously the on-campus part of the course. These evaluations may be summarized as follows:

"They were generally very positive. The students are positive toward Neil and they expressed appreciation for his organization, preparedness, openness, personableness and experiences in the classroom. They felt the books and materials to be useful but would have preferred more workshop/lab sessions. Student to student interaction was rated highly, so too were the role-playing exercises. Many said, 'Thanks for an excellent class.' One or two made specific recommendations with respect to handling discipline in class, implementing lesson plans and how to manage behaviour. As one person said, 'I am now well prepared for my own class.'"

Neil Before our next call back session I want you all to collect those materials that you feel might be useful to others in the class. You know, those lessons that went well for you. I'll collect your papers and have them xeroxed so that everybody has a copy. If you bring them to the next session I'll arrange to have them ready for the last call back session in December.

Now don't forget the workshop tonight, here. See you then.

This second workshop for Ed. Pra. PII students and their teachers began at 1900 hours. Neil and Dora took responsibility for the student teachers again while Eva addressed the cooperating teachers and those faculty consultants and administrators who were present. Much of the material was similar to that used on previous occasions. Dora spoke at length about clinical supervision and evaluation. Neil also contributed to the topic of evaluation drawing heavily on his recent workshop experiences. After about an hour the students joined their cooperating teachers for a coffee break. They remained together for the rest of the workshop session.

XXVI. ED. PRA. PI

A smaller group of students attended the session, Monday, November 10, as the Tuesday was the Remembrance Day holiday and as some remarked, their friends had taken a four-day weekend. Only two of the males were present on this occasion. Neil asked the students to form into groups of three or four and work through the exercise on Communications, which was designed to help them distinguish between Descriptions of Feelings and A Display of Feelings. Immediately after this he distributed a handout concerned with Using Student Ideas. This was a transcript of a lesson which analyzed how a teacher did in fact use his students' ideas in a lesson.

After coffee Neil returned with written Assignment Number One, The Profile of a Student, graded out of a total of fifteen. He continued the lesson with a look at the last two important areas of Praise and Correct Feedback, from concept number three, Classroom

Interaction. Verbal and non-verbal methods of praise were reviewed from the workbook followed by a short but lively discussion on the merits and advantages of providing praise through tangible rewards such as stars, trophies, smarties, diplomas and merit points.

A final consideration in this respect was given over to
Corrective Feedback:

Neil (Read from the workbook.) Feedback that attempts to modify the student's answer when it is either wrong (definitely incorrect) or off target (not a correct, anticipated or appropriate response, but neither is it definitely incorrect) is what we are calling corrective feedback. It is not purely disapproval, but instead tries to channel a student's response so that it can be corrected.

A videotape was used to illustrate the five important behaviors of Prompting, Giving Directions, Maintaining a Response, Probing and Seeking Further Clarification that were significant in this context.

Before leaving, each student was given a seven-page document that was intended to help him/her with the second assignment, Preparing a Lesson Plan. It addressed topics such as objectives, methods of presenting materials, follow-up activities, evaluation techniques, general strategies for effective learning and self-evaluation practices. Lack of time did not permit a discussion of this.

One of the female students approached him after the majority had left. She spoke softly and looked a little perplexed. Neil had given her a grade of eleven out of fifteen. She was not very happy with this. He agreed to reassess the paper and would meet with her on Thursday. I was not party to this private meeting but Neil advised me that he did not change the grade. She accepted his reasons reluctantly:

Neil Some of the paper was quite good. The illustrations were excellent! But she had not given much attention to her own analysis of the case. Most of what she had written was a factual account of what happened to the student she was observing. No time had been spent in the actual analysis. I told her this and suggested that if she wanted to add more along these lines I would be prepared to have another look at it. She didn't think she had the time though to write any more.

Neil's only other visit to campus this particular week was to attend the regular Wednesday morning meeting and another meeting immediately after for all Ed. Pra. PI instructors. The Practicum Associate meeting was the shortest to date lasting only thirty-five minutes. A number of people were away. Those present had agreed to meet early in December at the same place they had used for the orientation session. This, they hoped, would be an opportunity to reflect on the first term's work. In addition, they planned to invite program coordinators (none showed, however) and discuss the value of cooperating teacher workshops in the total program.

At 1100 hours Paul called the next session to order. Although all Ed. Pra. PI instructors had been invited only those Associates involved in the course actually attended. What to include and when to schedule the final examination was the main topic for the day. Innis made the point that unless there was unanimous consent among the students about changing dates the official university exam dates were to be adhered to in order to avoid confusion.

Neil left the meeting and used the lunch hour to drive to one of his schools in time for an afternoon lesson. Most of the week was taken up with school visits. I had still not received any reactions to my letters to this point in time and so was not able to accompany

him on these visits.

When to schedule the exam opened the class on Monday, November 17. Neil asked if anyone objected to having this during the week of the last day of classes. One student balked as it interfered with other exams. Neil reiterated Innis' point that university regulations stated quite clearly that unless total unanimity existed among the students exams could not be re-scheduled. A few moans and groans pervaded the group, but as many admitted, "That's the rule!" The exam was thus to be held during the official university exam week.

Classroom Management was the major concern for the rest of the class. Neil made reference to the topics outlined at length in the workbook. He spoke of Questioning Techniques and the need for Careful Timing, Recitation Strategies, whereby teachers called for answers at random rather than in a predetermined order, and Alerting Cues, prompts for the non-performers within a class. In addition, he drew the students' attention to another important subject, that of Learner Accountability:

Neil (Read examples from the workbook and wrote key words on the blackboard.) (1) The teacher asks questions which focus on students' goals by asking them about their work plans or progress. (2) The teacher has the student or students show their work or demonstrate skill or knowledge to learn how well students are progressing in their work activity. Another method not mentioned here, which I have used in elementary school, is a chart on the wall on which children check off their names as they complete their work. It shows at a glance then who has done what. (3) The teacher involves students in the work of their peers by having them respond to another student's recitation or work activity.

Before the break Neil asked the class to form into smaller

groups and compare answers that each had made on the practice sheets found in the workbook. After a short while he requested that, again, within small groups, they prepare a short simulation illustrating the concepts discussed during the morning. Following a short coffee interlude one group actually acted a "typical" classroom sequence. One of the males played the part of an elementary math teacher, his "class," all females, each played different roles; the gum-chewing lazy student, the overly anxious to please student, the learning-disabled student, the bright student, and the "regular" student. Good entertainment ensued over the handling of "discipline" problems, although some questions were raised in the short discussion which followed concerning the choice of vocabulary, techniques used in addressing the "children" and methods of "control." Other groups opted to read their ideas rather than perform them although another small group of females made an attempt to incorporate some of the concepts in a short skit from a "home economics lesson."

The class was in high spirits at the end of this activity. Neil spent almost half-an-hour talking to those who remained about what they had tried to illustrate in their role-playing. This informal exchange of ideas enabled him to give them a few ideas about some of his own teaching background. He explained how he would avoid some of the slang expressions the students had used and how he would try to handle the disruptive child. Questions emerged as he spoke and the activity was only halted when some of the students realized the time and rushed off to another class.

Neil (As we walked back to his office.) I enjoyed that last session. It gave me a chance to talk with the students and exchange a few ideas that the workbook has not

covered. It was nice to be able to relax and talk about things they seemed interested in besides having to stick close to the text. That seems to be the problem with Ed. Pra. PI, it's so structured and there's so little time, look it's already the end of November, that we never have time to look at some of the ideas in depth. I don't seem to have the time to give them a few of my own ideas and experiences either. Oh well, that was fun anyway.

The remainder of the week, until Friday afternoon, he devoted to observing student teachers on practicum.

Friday afternoon, November 21, had been set aside for the second Call Back Session for Ed. Pra. PII. Eight students, those Neil was supervising directly, attended (Joy, Lena, Ken, Ben, Yvonne, Carla, Mona and Judy). Neil supplied the refreshments and showed them two filmstrips with audio accompaniment; (1) A Teacher Shows Her Elementary Classroom, and (2) How to Keep Children Motivated. Those present were much more interested in exchanging ideas about their own classrooms. They began immediately to talk among themselves about their practicum after the filmstrips had ended.

Everyone handed Neil some papers on which were printed those activities which they deemed to have been successful during the practicum. He agreed to assemble them so that everyone would receive a copy at the next meeting. Neil used the time to listen to the small group that had formed around the room. It was a relaxing two hours and many different notions about teaching and learning pervaded the various conversations.

Ken, Kay, Mona and Carla took time out to thank me for the personal note of apology I had written earlier and suggested they would not feel uncomfortable should I wish to join Neil on his visits.

I thanked them most sincerely and waited to see if more would follow suit. Regrettably, no one else came forward but I did not pressure anyone.

As soon as we arrived back in Neil's office I asked him when he would be visiting these students. He checked his timetable. Thursday of the following week, November 27, was to be the first time.

Monday, November 24, marked the last time the Ed. Pra. PI group met in full session. A much smaller number of students were present perhaps because this was the day following Grey Cup. (One of the students in this class, incidentally, had been one of the official cheerleaders and was still in the East!) The topic concerned a continuation of Classroom Management, concentrating on the Smooth Transitions teachers make as they pass from one classroom activity to another. Neil handed out a transcript of the videotape they were to view, which attempted to distinguish between the important transitions teachers made. Students were mildly amused by some of the terms employed in the text, Stimulus Boundedness, Thrust and Flip Flops.

Neil employed a small group technique to tackle the practice exercise in the workbook. Most, however, chose to work with their immediate neighbours rather than disrupt the existing seating plan. Neil assisted a number of students on an individual basis and had a short postmortem with another group on the national game.

Time was spent, after the break, analyzing the final topic in the workbook, Withitness, "another glowing term," as Neil suggested.

They watched a videotape which attempted to explain this idea and then completed another exercise in the workbook.

As most left, Neil, an avid football fan, continued to discuss the merits of the weekend's game with some of those who were interested. This small cadre of both males and females included those who had remained behind after the previous class.

Neil only stayed for the first forty minutes of the regular Associates' meeting on Wednesday, November 26. He had to observe Judy's puppet play. He remained long enough to hear that he might be needed to teach Ed. Pra. PI a third time in the months of May and June. This, he was told, would be in lieu of other responsibilities stated for that time but still part of the ten-month contract to which he was seconded.

He returned at noon for a special lunch with Dora and Eva. The latter had invited them to join her as guests in recognition for all their hard work over the term.

XXVII. PRACTICUM OBSERVATIONS

The Ed. Pra. PII students were already at the end of their fifth week of practice teaching when I accompanied Neil on his observations. We visited Kay and her kindergarten class first. Once inside the school which had been built in the early fifties we walked along a long dimly lit corridor to the classroom. The principal approached and said, "Good morning" to Neil. He recognized his face but was not able to recall his name. A quizzical look on his face prompted Neil to introduce me quickly as "another observer

from the university." That seemed to placate him. We shook hands, "Well you know where you're going, to . . .?" He had obviously not remembered the student teacher's name. Neil interceded sensing his loss for words, "Yes," he said, "just down the hallway here, thanks."

Kay smiled as we entered. Neil pulled a notebook from his briefcase:

Kay They are having gym at the moment and should be back shortly.

The room was festooned with children's work. Bookcases and chart holders provided dividers so that one part of the room was for quiet reading, another, near the sink, for art and creative work and another for blocks and manipulative activities. Shortly, the twenty youngsters arrived in line under the jurisdiction of a well experienced teacher. Kay took command, however, immediately and seated them in the "Quiet Corner" where she read a story to them. As we left Neil handed a few written notes to her and suggested that they chat, if she felt it necessary, when he returned.

The next stop was a large, recently finished school in a comparatively new suburb. Glass and colour distinguished the architectural features of this school from that of the first. We arrived at recess and met Mona in her grade one classroom preparing for the next lesson. A vivacious, enthusiastic and jovial cooperating teacher introduced herself. The bell rang and soon after the twelve children entered. (The other twelve were at home. The school policy allowed grade one students time to be at home during the day if someone was there to care for them. As the teacher pointed out, "School days are just too long for children of this age. This allows

some flexibility and lets us concentrate for a few moments each day on those children who need special attention.") Again, Neil shared a few written notes with Mona but he felt there was nothing to worry about as she was doing well.

We returned to Kay's school for lunch and Neil exchanged a few notes with her. I was not able to listen as he shared his observations with Kay as they were in a different room. Neil did say, however, that he had no concerns about her teaching capabilities and had given her very positive feedback. He had complimented her on the way she had settled the children down after the gym lesson and the firm but pleasant manner she had used. He was particularly impressed with her choice of story and the manner in which she had read to the children. "There's little I can really do for her, she's so good already," he remarked. Later we returned to the large school where we watched Ken give a science lesson. After he went directly to observe Lena in her grade six class. (I went to the staffroom at this point.) He spent a good deal of time with her after the students had been dismissed. She was not enjoying her practicum, although as he conceded, "It's not her, it's the class!" Before leaving he gave Ken a few pointers and asked him how he was coping with his cooperating teacher with whom he had basic philosophical differences of opinion.

Ken Much better thanks. (Smiled)

Neil That's good. Hang in there, you only have another week. Here are some notes that I made as I was watching your lesson. Have a look and then let me know what you think.

Ken (Read the notes. They were written on a single sheet

of paper. Neil did not make a point of keeping duplicate copies. He felt these were intended strictly for the student and nobody else. The final evaluation was the responsibility of the cooperating teacher and so he saw no use in keeping records.) I agree with your comments here. I didn't have enough equipment so that all the students could do the experiment. I don't agree with them all sitting around watching me do the experiment. I would have preferred to have them do it, but that's the way the class is run and rather than change things and cause a problem I thought it better to follow her usual way.

Neil Would you have done the entire experiment on an individual basis?

Ken No, probably not. The instructions and cautions would have been issued to the entire group. (He was showing the children, grade two, how the temperatures varied when water was at room temperature, freezing or boiling.) One of the problems I found was keeping the water at boiling point. I had been warned off using any heating coil! The only way I could get hot water into the room was in a thermos and there just wouldn't have been enough for everyone to have a go.

Neil I liked the way that you tried to give everyone a chance to read the thermometers. I wonder though if the table you used and the area at the back of the room was large enough for all those students?

Ken I agree it wasn't that great, but because the room is arranged into rows that's the only place I can really do this kind of experiment.

Neil I wonder if some of your language was just a little bit too complicated for this age group? You might want to slow down, think of the questioning ideas we talked about, Bloom's taxonomy for instance, and pause before you call on specific names. Vary the pace a little more and if you have trouble be firm as well as pleasant, don't let it get away from you.

Ken How do you cope with constant disruptions like I had from Kimy?

Neil Good question! It's not easy as you had one or two in there. Perhaps they could become your "helpers" or maybe they should sit somewhere else and watch. Sometimes if you instruct them they become the instructors for the rest of the group. They need to be kept busy for it's that which really keeps them out of trouble. Do you feel it went well?

Ken Parts seemed to be better than others. They listened well as I started the experiment.

Neil Do you think they would be able to transfer from your actual experiment to those temperature charts in the workbooks?

Ken I'm not sure. I'll know when I see them!

Neil You can't be blamed for the way the class is organized but I was thinking that if they actually did the experiments themselves then they could copy their results straight away without having to remember what you did.

Ken Right, I see what you mean. . . .

As we drove back to the university:

Neil That's a typical day for student supervision! How did you like it? Some days it's just impossible to get from one school to the next in time for the lesson that particular student wants me to see. Despite the fact I only have eight students it takes quite a lot of organizing to give them equal time. Fortunately there are no major problems although I've had to spend a little more time with people like Lena and Ken mainly to give them reassurance because of their difficulties with the class or teacher. The real problem though is having to spend a whole day driving to see one student in Cudelton (a small place about twenty kilometres south of the city).

XXVIII. ED. PRA. PI FINAL MEETING

The last class of the term, Monday, December 1, lasted approximately thirty minutes. Neil told the group where and when the final exam would be held, handed back written assignment Number Two, and made provision for those who were unable to attend the exam as scheduled. He explained that there would be fifty multiple choice questions and between five and ten questions that would require fairly detailed answers. A five-page handout with all the topics to appear on the exam was given to each student present and Neil worked through each giving examples.

Student Will they be using Flip-Flop Boundedness?

Neil No, the emphasis is on the positive not the negative.

Student I'll never forget the Stimulus Boundedness!!
(Everyone laughed heartily at this comment.)

Neil Shall we look for examples?

Student Probably wouldn't hurt. Have you got the time?

Neil All day if you want. Do you want to come up with examples of your own working in groups or do you just wish to go to sleep?

Student Could you give us examples of short answers?

Neil Yes, ones that we didn't choose. (Looking at last year's exam paper he read one and then stopped.)
Whoops! That's one that was chosen . . .

Student Go on carry on.

Neil (Read another.)

Student Pity! I could have answered that one!

Neil On page five there are several areas that will require short answers. Be prepared to write short paragraphs about each.

Having once worked through the specially prepared handout Neil asked the students to leave their School Observation Record Books for him to peruse. Most left promptly but one or two remained to talk further about the exam, some seeking additional clarification of expectations and some, perhaps deeper insights into the exam format.

The final exam was given to the students during the official university examination period, a week later, marking the last contact between Neil and Ed. Pra. Pl. Three people were given a special dispensation to write the final, Monday, December 15, as they were unable to join the majority because of other exam commitments.

XXIX. THE LAST MONTH OF THE TERM

- Neil This is sure different from what I'm used to doing at this time of the year. I have no more teaching assignments and after this week will have no contact with students at all. No more workshops for this term and no more meetings. I can't believe it, it's only the beginning of the month. I'm used to Christmas concerts, parties, report cards and lots of activity at this time of the year! No doubt Paul will keep us occupied! After all I must get ready for the second term.
- Q Do you see the second term as being a re-hash of the first?
- Neil I don't see it that way, the second term being a re-hash, I think each set of students bring a different set of expectations and different problems to every part of the job whether it's in placements or course work or in their student teaching itself.
- Q Would you prefer to make more contacts with student teachers?
- Neil Well I feel that my contact with the Ed. Pra. PII students was very good. I really can't see it being any closer. As you know I've only had eight or nine students to consult with and work with over that six week period that they're out in the schools. After spending already six weeks with them I think that the relationship that developed had become fairly close and quite open. On the other hand, in the Ed. Pra. PI program you work with such a large number of students for such a short period of time that you have no consulting work with them at all. There's very little contact. Although I'd like more I can't see any way around it the way the program is structured at the moment.
- Q Do you feel more relaxed with the student teachers now than at the beginning?
- Neil Of course I feel much more comfortable now dealing with students but I think it's only because of the background that I've got now.
- Q Do you feel that you know any more about the Faculty of Education than you did when you started?
- Neil Certainly, I know more about it now. I suppose things like how the faculty is structured and some of the lines of communication or some of the lines of power and work are

clearer. I realize, I guess, now how complex the education program is but I think I've got a better feel for things like course load or work load, things like that.

Neil felt very relaxed, the usual pressures of the regular school system were not bearing down on him. He expressed his relief on a number of occasions as the last month drew on. He was still visiting Ed. Pra. PII students who were in their final week of practicum but he was not writing commentaries. The actual evaluations were being done by the cooperating teachers so he was able to provide supervisory support until the conclusion of the experience. He enjoyed the rapport which he had established with these students and attributed much of the success to the fact that he did not have to grade or evaluate them.

The final Call Back Session was held in Mona's apartment the afternoon of Wednesday, December 3. Each person brought food or drink for a pot-luck lunch. Twelve of the original sixteen showed for the occasion. Neil had prepared booklets of the materials some of the students had contributed at the last meeting for each of the students. Many regretted not having some of the ideas earlier. Conversations varied over the two hours reflecting on the past weeks' experiences. Some did not want to finish. Others couldn't wait until Friday. Many had arranged parties for the last day. Some had obviously become quite attached to their classes and expressed genuine disappointment at the thought of finishing. The wine flowed freely, the food abounded, the dessert went quickly and the postmortems continued late into the afternoon.

Neil promised that he would visit his eight students one more

time before they finished. The others he wished well as they departed. He would not be meeting any of these students in the second term except informally over coffee or if they dropped by his office.

The following Monday, December 8, had been scheduled for a meeting for all Practicum Associates, program coordinators and Paul at the same location the orientation session had been held. Nine Associates and Paul attended, but no coordinators. Most arrived late as the snow was falling heavily. The topic for discussion was the value and continuation of the workshop idea for cooperating teachers. Money was seen to be a key factor and Paul was not optimistic about what might happen.

Neil, in his first major contribution to the group, spoke about his experiences in the workshops over the term. He explained about the format which had been used at each and how he and Dora had shared the load when working with the student teachers.

Harry appeared at 1030 having battled his way through the blizzard. He expressed a desire to see all teachers attend such workshops before being allowed to sponsor students. Tina responded:

Tina But who will do these workshops? Perhaps the Practicum Associates are really not the best qualified people! (She continued a theme that she had aired before.) Where do we get all the expertise from? We are expected to do the workshops, where are the faculty experts? What will happen next year when there are new Practicum Associates, if there are any, will they be expected to assume this role? Somehow, there's a need for sequential professional growth especially for those who have already attended one or two sessions.

The discussion continued until lunch. Afterwards the group tried to make a number of recommendations that might improve the program. They spoke at length about the relationships that were necessary between cooperating teacher and student if the practicum

was to be successful. Supervision became a crucial issue and much of the latter part of the afternoon was spent analyzing the evaluation form presently in use.

Paul agreed to prepare a summary of the day's proceedings in time for the first meeting after Christmas. "I think," he said, "we'd better slide on out of here before we get snowed under!"

For the remainder of the week Neil invigilated exams including his own in Ed. Pra. PI. He used the time also to mark his students' papers and prepare a list of grades for the registrar's office.

On Monday, December 15, he supervised those three students from his own class who had not been able to complete the exam at the scheduled time. The afternoon was the Christmas party which Carol, Tina and Sara had organized. All the Associates attended along with the staff from the School Experience Office. Prospects of skiing loomed closer as the week advanced and became more encouraging as the snow accumulated. Before departing with his family Neil and Dora prepared the outlines for the following term's Ed. Pra. PII classes and worked out the details for student placements. I asked him also what he saw as the major strengths and weaknesses of the Practicum Associate program:

Neil I think the main strength of the Practicum Associate program is that there is a closer tie-in with the student teachers' program. A teacher from the field working close beside them is a great advantage. Another strength of the program is the idea of keeping some of the Practicum Associates on for a second year. I know in my own experience having Dora and Brent to help me out with things that I wasn't too sure about, I think, really helped me.

The main weakness I see with the program is that the Practicum Associate office itself or the Practicum

Associates are not closely enough tied to the faculty departments or the C and I courses. I really feel that there's some duplication going on that is unnecessary. I think just in working closely, or more closely I should say, with each teacher or faculty member would certainly improve the relationship between the different departments and the communication lines would be a bit smoother.

Q Would you apply for a second year in the program?

Neil I would apply again. I've enjoyed the job very much and I like the variety of work that it offers. I think some people find it frustrating, in fact, I know some of the Practicum Associates find it frustrating because they feel it is a restrictive job, but I think I knew and accepted its restrictions from the beginning, so that part of it doesn't bother me at all.

Q Are you looking forward to your holiday?

Neil Sure, we are off to the mountains to cross-country ski. See you next year!

Chapter VI

ANALYSIS OF THE DATA

I. INTRODUCTION

The usual textbook notion of social research is that one forms an hypothesis and then proceeds to gather data to confirm or negate it. . . . But . . . in the field of comparative and historical sociology, the researcher often finds himself with an abundance of data, and the problem is how to make sense of it. (Bellah, 1964:159)

Bellah's comments were particularly appropriate in this context. Observing a Practicum Associate over an initial period of eighteen weeks created "an abundance of data," or, as Radcliffe-Brown (1948:231) has suggested, "a series of multitudinous impressions":

However exact and detailed the description . . . may be, there remains much that cannot be put into such a description. Living, as he must, in daily contact with the people he is studying, the field researcher comes gradually to "understand" them, . . . He acquires a series of multitudinous impressions, each slight and often vague, that guide him in his dealings with them. . . . This general impression it is impossible to analyze and so to record and convey to others. Yet it may be of the greatest service when it comes to [interpretation] . . .

From among these many impressions there emerged a number of themes, some of which gathered momentum as the study continued. Geer (1964) and McCall and Simmons (1969) have referred variously to these as "mine-run" or working hypotheses. For instance, Neil's teaching assignments, his involvement with the cooperating teacher workshops, his initiation into the university environment, his involvement with extensive administrative details and his position within the complex organization, all gave rise to a series of working hypotheses as

time progressed.

In addition to the *Observational Notes* that were recorded throughout I tried to follow the pattern of note-taking suggested by Schatzman and Strauss (1973). Many of the working hypotheses took root in the early days of observation and were substantiated as the study progressed and the data emerged. A series of *Theoretical Notes* (Appendix K) provided the framework within which to explore some of the contextual variables that influenced Neil's activities and provided further support for these working hypotheses. He seemed, for example, to be expected to possess quite a wide knowledge base. Students often asked him questions about procedures or program expectations. He was called upon also to address certain topics at workshops some of which he knew little or nothing about (Appendix V). Such expectations by both students and faculty continued throughout the term and seemed to imply that Neil possess a Knowledge Prerogative. This particular working hypothesis became eventually an important part of the study.

Although fewer attempts were made to keep *Methodological Notes*, there were times when it became necessary to reflect a little on the role of participant-as-observer (Appendix J). Would a tape recorder on occasions have captured the intentions of the activities better? Were there some questions that could have solicited more relevant information? What about recording non-verbal behaviors? Were there additional informants with pertinent information that could have been obtained through selective interview? Many of these questions became apparent, unfortunately, after the data had been collected. Confidentiality, ensuring anonymity and constant sensitivity to data that

might have been annoying or hurtful also added other constraints.

II. THE SOCIALIZATION OF A NEW PRACTICUM ASSOCIATE

Neil had taught six years in elementary schools since graduating from university. Other than the year he took off for working in the family business he had known little else other than schooling. He had progressed from student to graduate to classroom teacher. Although elementary schools had changed a little from when he was a student he still admitted that the structures had not altered much. His appointment as a Practicum Associate was, therefore, a move into something, although related in educational terms, quite different to what he had become accustomed.

Becoming a teacher of prospective teachers provided a new focus. Neil found that he did not have to keep stopping and dealing with interruptions which he had become used to in elementary school. He was struck also by the attentiveness of the students and the relaxed manner in which he was able to teach. His initiation into this new environment, however, involved a competitive process and a subsequent university orientation. As Van Gennep (1960:3) has suggested in his book Les Rites de Passage:

The life of an individual in any society is a series of passages from . . . one occupation to another. Wherever there are fine distinctions among occupational groups, progression from one group to the next is accompanied by special acts.

Certainly his move from that of classroom teacher to Practicum Associate was accompanied by a series of "special acts." First he

applied for the position, along with many others and then had his application vetted by a special committee. He was shortlisted, interviewed and finally selected. At each stage of this process a number of important characteristics determined whether his name should proceed to the next stage. Did he have the qualifications and relevant experiences? What were his references like? By whom were they written? Did these people have credibility within the broader educational community? How did he handle himself during the interview? What were his responses? In conversation with a member of the selection committee after the interview process had been completed the following was said:

. . . Neil, yes I was particularly struck by his responses to the questions during the interview. He knew what he was talking about and seemed to have the right attributes for the position of Practicum Associate. I like the fact that he has taught a number of elementary grades and has the advantage of being bilingual. He seems like a very nice young man. . . . (June 21)

One of the points emphasized during the early selection committee meetings was that those appointed were to have had recent classroom experience. The committee preferred someone who was presently teaching rather than an administrator, counsellor or librarian. One committee member was insistent that Practicum Associate suggested to her someone who knew how to assist student teachers during practicums. Such people, she felt, were practising classroom teachers!

Neil was not able to remember much about his interview although he said that he felt reasonably confident he would get the job as a result of his performance. His confidence was assured, as out of the eighteen elementary teachers interviewed, he was one of those selected.

He came to the job with little or no idea of what to expect:

Neil Before I came to the job in August I guess I had very little idea exactly what the job entailed. I only knew what I learned in June from the previous Practicum Associates.

Q Whom had you met in June?

Neil We had been invited to meet with the previous year's Practicum Associates one afternoon in June on campus. There I met Dora and Brent and they told me a few things to expect. Actually, I wasn't able to understand all they said as I just didn't know some of the terms they were using; phases, program numbers and so on.

(November 21)

His first two weeks on campus were a series of information bombardments. Introductions to program coordinators, faculty personnel, secretarial staff and meetings devoted to unravelling the complexities of the faculty occupied most of his time. He listened, took notes, tried to comprehend it all and said nothing.

Despite the seemingly inordinate amount of information Neil was not overwhelmed. He quietly took it all in and tried to adjust to the many variations that were spoken about in each of the presentations. Such diversity in terminology and the many people he met, however, created what Toffler (1970) and Oberg (1972) have variously called culture shock. The university, although not entirely foreign to him as he had been a student there, was very different from his own school teaching experiences and this time he was identified as a faculty person not a student. As Brim and Wheeler (1966:60) have suggested:

When a person moves into a new interpersonal setting, a major problem he faces is understanding the setting and coming to terms with its demands. He must develop a workable "definition of the situation" to guide his action. In addition to whatever definition he derives from his background, much of his

orientation can be expected to come from what he learns about the setting itself.

Neil was able to learn quite a lot from the setting in which he found himself as a result of the two-week orientation. Some people he met at this time he would never deal with again as they were not directly involved in what he was doing. Others, in higher positions of authority, also had nothing to do with him beyond the preliminary meetings, for the same reasons. Eventually, he discovered that his dealings would only be with those who taught similar courses or had been assigned the same activities as he. The entire undergraduate degree program in education, he learnt, had been divided into a series of courses and activities by years. Coordinators were specifically assigned to each of these. Neil was expected to teach one course in Ed. Pra. PI and one in Ed. Pra. PII, which meant that he had no dealings whatsoever with the third or fourth year students or with many of those in the first two years. He, like his colleagues, was assigned to the School Experience Office under Paul's direction. His responsibility, unlike the regular academic staff, was not to any of the seven departments that made up the faculty. Essentially, he and his colleagues were a group unto themselves. Efforts were made to incorporate them into the general structure of the organization but beyond initial introductions at the beginning of term most never met many of the regular faculty again.

This was the fourth year of the program and Neil was not alone as he started the job. He was fortunate to have Dora's expertise on hand, as she began her second year as an Associate. Certain patterns had been established, including the "Order of Turkeys" (Appendix GG)

ritual, devised by former Associates, and "Not in good taste," according to Tina. All it required was for each "turkey" to don the appropriate costume and "cluck" a few times in the presence of former and new Associates. Neil had no questions about this, but some of his bashful colleagues found it most embarrassing.

Such an initiation rite, despite the protests, helped to provide a focus for the Associates and laid the foundation for a strong *esprit de corps* that was to materialize over the term. Various writers, Gluckman (1962), Fortes (1962), Forde (1962), Turner (1969) and Glaser and Strauss (1971) have each shown the importance of these rites in the initial stages of socialization. Allocation of office space, for instance, caused considerable amusement as the group reflected on its position within the hierarchy. It was quite obvious that one had to be in an institution over a period of years before completely understanding the intricacies of this particular facet of the organization. Some attempt, the Associates conceded, had been made to group those involved with secondary education with three offices close together on the same floor. Each housed two persons but beyond that the rest of the Associates were in offices scattered throughout the education buildings. Only one person occupied an office on her own. Window space was lacking completely in one and two others had glass that bounded the interior walls only. Some good natured speculations pervaded the conversations in this regard and those who considered themselves a little more unfortunate wondered why they had been chosen thus. No doubt many a truth was spoken in jest, but nobody was able or requested to move. Neil too realized the

need to be aware of those things which were not clearly articulated at meetings.

He soon determined, for instance, that the science lab was totally unsuited to the style of teaching he wished to practise with his Ed. Pra. PII students. By the third week he was able to change the location to a room in which the chairs could be moved to any desirable configuration. He was a little surprised that despite having been warned room changes were not easily acquired, he had had little trouble. The reason, however, became abundantly clear almost as soon as the class was safely ensconced into its new quarters. It was immediately below the pottery room! On some occasions, the students remarked, the material that was thrown resembled more the wheels than the pots. When asked if they preferred another location most declined and seemed resigned to what had been provided.

Locating alternative seminar rooms, becoming a Practicum Associate in the first place, meeting program coordinators, adjusting to a large organization and trying to understand an Associate's position within the infrastructure, all meant working with a variety of people. Boissevain (1974:24) has suggested that:

The social relations in which every individual is embedded may be viewed as a network.

The concept of networks has been referred to by a number of researchers over the years, Rivers (1924), Radcliffe-Brown (1940), Fortes (1949), Barnes (1954), Bott (1957), Burns and Stalker (1961), Moore (1967) and Sarason (1977). Barnes (1954:43) has offered the following description:

I find it convenient to talk of a social field of this kind as a *network*. The image I have is of a net of points some of which are joined by lines. The points of the image are people, or sometimes groups, and the lines indicate which people interact with each other.

Sarason et al. (1977:3) have identified the role of the individual within this network as the *ego*:

. . . social scientists have focused on the linkages of one person or organization with other . . . units. The focal unit has often been termed the ego . . . units that have direct or indirect linkages with the ego are part of the ego's network.

Neil's ego network extended from sustained involvement with significant persons such as Eva, Dora, Paul and to some extent Brent, through cursory relations with fellow Associates, a good rapport with Ed. Pra. PII students and superficial contact with Ed. Pra. PI students to peripheral membership in faculty affairs and virtual anonymity in the wider university community (Figure 3). His major contacts, what Boissevain (1974:47) has called the Personal Cell were in fact very few. He worked closely with Dora in the preparation of his teaching assignments and with Eva in the planning of workshops. He spoke often with Brent as they shared an office, but because they both had very different workloads such conversations rarely went beyond the peripheral. Paul would sometimes drop into his office as it was just next door. Conversations between Paul and Neil varied from points of administration to making arrangements for other meetings, little time was given over to academic or philosophical questions. Neil sought advice occasionally from these key individuals but they were the ones who usually initiated the contacts rather than he.

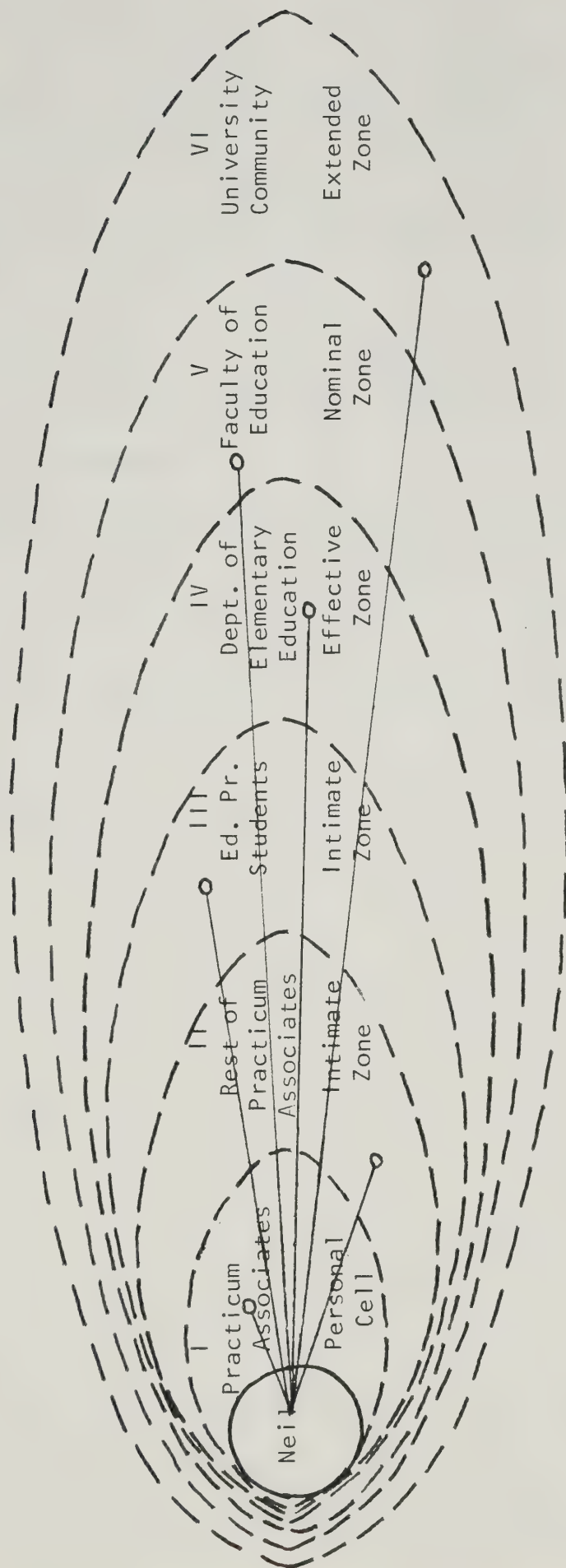


Figure 3
Neil's Position in the University Network
(Adapted from Boissevain)

Eva, for instance, first invited him to take part in the cooperating teacher workshops beginning on Thursday, September 4. Dora extended an invitation to join with her in the actual workshop presentations scheduled for Tuesday, October 21 and Tuesday, November 4. Anna invited him to work with her in the second regional workshop Thursday, October 17. Paul requested him to prepare a summary statement of the efficacy of the workshops as the term drew to an end, Monday, December 8. Dora and Innis sought his assistance in the placement of student teachers before the commencement of Ed. Pra. PII, Monday, October 27, and in preparation for the second term practicum experiences while Tina solicited his opinion on one occasion, Friday, October 24, with respect to the appropriateness of certain video-tapes for Ed. Pra. PI. The nature and diversity of each Practicum Associate's working assignment rarely brought them into contact with Neil unless a meeting had been called or his services were required. Needless to say, as a result, he had little or nothing to do with those who did not initiate contact with him directly. He joined the group in social activities and enjoyed their company but most of his work he planned alone. He was grateful to Dora for her notes and advice about teaching but he took the same and molded them into his own course. He preferred to read the materials for himself and assess their suitability rather than discuss them at length with colleagues. Similarly, as Eva, Dora and Anna made suggestions with respect to his role in the various workshops he would agree to their expectations and quietly work out his own involvement in his own time. He would seek clarification at the meetings that were called subsequently and

adjust accordingly. He could be relied upon to complete his share, remain cool, calm and collected at all times, smile frequently and punctuate his conversations with appropriate humour. His contributions, although infrequent, were both respected and appreciated. Neil was essentially the executor of ideas rather than the creator. His choice to pursue this line of operation combined with that of his position as a seconded teacher within the organization tended to make him rather a loner. As he pointed out:

Neil Well I'm not interested in the politics of the job. I enjoy working with the student teachers but I don't think that its important for us to get mixed up in how the decisions are made. I know that some of the Practicum Associates are very concerned about this. I'm not. You'll notice that I rarely contribute to the discussions on Wednesday mornings. I don't mind listening to what others have to say, but I would rather not be a part of the problems. After all we have little or no power to change things even if we wanted to. I enjoy my teaching and working with the teachers in the work-shops. That keeps me busy.

(November 27)

These regular meetings combined with many other ad hoc sessions took a good deal of Neil's time. Although he did not take an active part in each, he was expected to devote many hours to this aspect of his job. Indeed, the organizational and administrative factors absorbed several working hours over the term.

III. THE PRACTICUM ASSOCIATE AS ADMINISTRATOR

As soon as Neil arrived on campus in August he began a series of meetings with his colleagues. This pattern continued throughout the remainder of the term. Following is a chronology of events which involved all the Associates, including Neil, during the first term:

Monday, August 18 through Friday, August 29—an intensive orientation period where the Associates were introduced to a variety of faculty, program coordinators, administrators and support staff. Full days were given over to lengthy meetings punctuated by informal coffee breaks and luncheons.

Monday, September 2 at 1330 hours—a meeting of all Associates and other faculty members teaching Ed. Pra. PI.

Tuesday, September 9 at 1530 hours—all Associates attended the first Faculty of Education meeting.

Wednesday, September 17 at 1000 hours—the first meeting since the orientation for all Practicum Associates.

Thursday, September 25 at 1500 hours—a communication skills' workshop for all Practicum Associates led by a member of faculty from the Department of Educational Psychology.

Wednesday, October 8 at 1000 hours—regular Practicum Associate meeting.

Wednesday, October 8 at 1120 hours—meeting for the majority of Associates involved with Ed. Pra. PI including Neil.

Tuesday, October 14 at 1530 hours—a meeting of Associates called by Dora concerning various components of clinical supervision and aspects of a conference she had attended recently.

Wednesday, October 15 at 1000 hours—regular Practicum Associate meeting.

Wednesday, October 22 at 1000 hours—regular Practicum Associate meeting. Note: Spence, who had undergone a serious operation just as the term began, made his first appearance at this meeting.

Wednesday, October 22 at 1110 hours—meeting for those involved with Ed. Pra. PI.

Thursday, October 23 at 1600 hours—meeting for all Practicum Associates at the provincial headquarters for the teachers' association with the regional sub-committee on field experience.

Wednesday, October 29 at 1000 hours—regular meeting for all Associates. Note: this session adjourned at 1040, "the shortest yet!"

Wednesday, October 29 at 1108 hours—meeting for those Associates involved in Ed. Pra. PI. Note: No other faculty, involved in teaching this course, attended the meeting although they had been invited.

Wednesday, November 5 at 1000 hours—a regular meeting for all Practicum Associates.

Friday, November 7—a workshop in clinical supervision for all Practicum Associates, held off campus, and conducted by a faculty member from the Department of Educational Administration.

Wednesday, November 12 at 1000 hours—a short meeting for Associates, only thirty-five minutes.

Wednesday, November 12 at 1100 hours—meeting for Ed. Pra. PI personnel, again, only those Associates involved were present.

Wednesday, November 26 at 1000 hours—regular meeting for all Practicum Associates.

Monday, December 8 at 0930 hours—a special all-day meeting for all Practicum Associates, held off campus, to discuss the role of workshops for cooperating teachers.

In addition, Neil was involved with smaller groups of Associates over the term making arrangements for various activities.

Here are some of those meetings that he attended:

Tuesday, August 21 at 0900 hours—Neil, Dora and Eva met to discuss a proposed regional workshop for cooperating teachers. Brent should have been in attendance but he was away at another conference.

Friday, August 29 at 1330 hours—a continuation of Thursday's meeting.

Monday, September 2 at 0900 hours—another meeting between Neil and Dora to discuss the up-coming workshop.

Thursday, September 25 at 1100 hours—a meeting between Neil, Dora and Eva to discuss the general evaluations of the cooperating teacher workshop.

Tuesday, September 30 at noon—Neil and Dora discussed the Ed. Pra. PII program over lunch.

Monday, October 6 at 1000 hours—a meeting for those Associates involved in another regional workshop for sponsor teachers, including Neil, Tina, Harry and Anna.

Friday, October 10 at 0900 hours—a meeting between Neil and Dora, which continued into lunch, to discuss further workshop particulars.

Tuesday, October 14 at 1430 hours—a meeting with Anna to discuss the next regional workshop.

Wednesday, October 15 at 0900 hours—a meeting between Neil, Anna, Tina, Harry and Paul concerning the regional workshop.

Friday, October 17 at 0645 hours—Anna, Tina, Neil, Harry and Paul left to take part in the one-day regional workshop.

Tuesday, October 21 at 0900 hours—a meeting between Neil and Dora concerning Ed. Pra. PII which was later joined (1000 hours) by Eva.

Wednesday, October 22 at 0930 hours—a meeting of those involved in the recent regional workshop. (This was held immediately prior to the regular Practicum Associate meeting.)

Friday, October 24 at 0900 hours—meeting between Neil and Tina in order to review some of the Ed. Pra. PI videotapes.

Friday, October 24 at 1000 hours—a meeting between Neil, Dora and Eva at which preliminary preparations for the next major workshop for cooperating teachers and student teachers were made.

Monday, October 27 at 0845 hours—a continuation of Friday's preparation for workshop meeting. (Eva joined the session at 1000 hours.)

Tuesday, October 28 at 0900 hours—a continuation of Monday's meeting with all three present from the start. Neil and Dora continued their deliberations over lunch.

Friday, October 31 at 0900 hours—a meeting between Neil and Dora to finalize the plans for the evening workshop planned for the following Tuesday.

Monday, November 3—all morning devoted to the preparation of materials for the workshop.

Tuesday, November 4 at 1900 hours through 2200 hours—Neil and Dora were involved with all cooperating teachers, student teachers, faculty consultants and other faculty members concerned with Ed. Pra. PII.

Wednesday, November 26 at noon—lunch for Dora and Neil at the faculty club provided by Eva in recognition of their work and services to the program.

He was expected to attend a series of other meetings not directly related to his assignment. Boissevain (1974) has suggested

that as such these meetings "meant little to him pragmatically and emotionally." Following is a list of activities that were held only once and which Neil attended:

Monday, August 18 at 1400 hours—meeting of all Practicum Associates with the Dean of Education.

Wednesday, August 20 at 1300 hours—meeting for all Practicum Associates and coordinators of both elementary and secondary practicum programs involved in Phase II of the Bachelor of Education degree.

Thursday, August 21 at 0900 hours—meeting for all Practicum Associates and coordinators of elementary and secondary practicum programs involved in Phase III of the undergraduate degree.

Monday, August 25 at 0900 hours—meeting for all Practicum Associates and those responsible for the office of student services within the faculty of education.

Wednesday, August 27 at 1400 hours—meeting for all those involved in teaching Ed. Pra. PII. This involved only Neil and Dora from among the Associates.

Tuesday, September 9 at 1530 hours—meeting for all Practicum Associates at the first Faculty of Education meeting of the term for purposes of introduction.

Wednesday, September 17 at 1100 hours—meeting for all those who were to teach Ed. Pra. PI. Although several meetings were called this was the first and last time that some of the people present ever attended.

Thursday, September 18 at 1530 hours—meeting for all Practicum Associates assigned to the Department of Elementary Education for purposes of introduction.

Thursday, September 25 at 1500 hours—a communication skills' workshop for all Practicum Associates led by a member of faculty from the Department of Educational Psychology.

Tuesday, September 30 at 1530 hours—meeting for all those involved in the supervision of student teachers in Phase II.

Thursday, October 23 at 1600 hours—meeting for all Practicum Associates with the representatives of the Regional Committee for practicum at the headquarters of the Teachers' Association.

Friday, November 7 at 0900 hours—a workshop in clinical supervision for all Practicum Associates held off campus and

conducted by a faculty member from the Department of Educational Administration.

As soon as the term began each of the Associates became involved in placing student teachers for their respective practicum experiences. Neil and Dora, for example, spent considerable time on this activity before the major Ed. Pra. PII meeting, Tuesday, September 30. As a result of the many anomalies that were raised at that time, however, they continued a three hour marathon on Wednesday, October 1 rearranging much of their work.

Later in the term, between Monday, October 27 and Friday, December 5, Neil was responsible for supervising nine Ed. Pra. PII student teachers. He had eight within the city limits, in three different schools, and one twenty kilometres to the south. While admitting to his enjoyment and the unique opportunity to see other schools and teachers he did, nevertheless, express a little frustration. Occasionally he experienced timetable clashes among his group. Even with so few students, he found it was difficult to observe exactly the lesson the students had requested. Often someone was teaching a lesson he hoped would be observed at exactly the same time as another student was performing and also expecting to be observed. Some students felt disappointed too if he missed one of their "better" lessons. Many phone calls were made between schools, students, cooperating teachers and Neil as he sought a way of giving everyone equal time. Periodically he would arrive at a school prepared to observe a specific lesson only to learn that the proposed ideas had been preempted. Ken, one of the student teachers, was particularly conscientious about keeping Neil informed of changes. He phoned every

time a change was anticipated! Sometimes the students had little warning of impending modifications and Neil would arrive at a school to learn that nothing was planned. This he found a little annoying especially when he could have gone elsewhere. He rarely blamed the student:

Neil I know what it's like being a student teacher and things change on you. I also know what it's like being a teacher. I have learnt to live with such changes over the years. Some of these things just can't be helped. That's what the real school is all about. It only bothers me if they know ahead of time and don't tell me or if I have changed plans from another student. I think it's good for them to see how things can change in schools, it wouldn't be right if it was perfect just for practicum purposes as that wouldn't give them much idea about teaching.

In this practicum I need a day to visit my student in Cudelton (south of the city). Twice now I have been down there and have not been able to observe him teach because something else was happening. That's annoying. Not all his fault mind you, but it was a waste of time.
(November 27)

Any change in meeting times also added to his administrative problems. The Call-Back Session for his Ed. Pra. PII students, by way of example, which had been scheduled for Friday, October 31, had to be changed to Tuesday, November 4. This necessitated phoning each of the students in the respective schools. Often more than one call was necessary in order to ensure the message had been transferred from the secretary's office to the student teacher by way of the cooperating teacher. A room had to be reserved for this activity also back on campus and this meant additional preparations. Eventually, Neil decided to make sure that he told the students individually of the changes. He also felt it expedient to inform the teachers, some of whom were surprised to hear their students were "getting an afternoon

off to attend a meeting at the university." He tried to explain the rationale for this session to each teacher. Some, he felt, were not convinced. All eight students attended, however. It is significant that none of those from the original group attended. As Neil pointed out, he was not supervising them directly and was not able, therefore, to speak to each student or teacher and thus concluded that neither could see the merits of such a meeting:

Neil You see how important the personal touch really is. If you spend a few moments explaining things to teachers they don't seem to mind. I guess that's what used to bother me as a cooperating teacher. Often things would happen and nobody would ever tell me, especially from the university. I really enjoy this part of the job visiting schools. I feel it's a very important part of the practicum. I enjoy watching the students improve their skills and helping them. It's good to keep in touch with the teachers too and keep them informed of changes.

(November 4)

Attendance at the final Call-Back Session proved to be a little more successful. Of the original sixteen group members all those who had done their practicum in, or close to the city attended. Whether it was the lure of the pot-luck lunch, the liquid refreshment or the date, December 3, three days before the end of the practicum that attracted everybody, must remain speculative. Most stayed the rest of the afternoon. Neil distributed the package of materials he had prepared from the items he had received at an earlier session. Although the students were grateful to have such "useful stuff" a few wished they had received it before the practicum.

This last meeting with Ed. Pra. PII students combined with the short, final meeting with Ed. Pra. PI students on Monday, December 1 marked the end of Neil's teaching assignment for the term. Until

Friday, December 5 he made extensive visits to each of the schools in which the students had completed the practicum. The following two weeks, Monday, December 8 through Friday, December 19, he assisted Innis and Dora with student placements in preparation for the following term and invigilated some final exams. Thus, December became a month for administrative purposes and Neil found himself closeted in the same room for a good deal of the time. He did not seem to resent the inordinate amount of time spent in such organizational meetings:

Q Do you think that there are other ways of disseminating information other than through so many meetings?

Neil There are a lot of meetings but I think in order to make sure that there are as few misunderstandings as possible I think you have to have them. You know my feelings about what happens in these meetings anyway. (Here he was referring to his attitude of non-involvement.)

Q How can the paper flow be reduced, especially to schools?

Neil As far as the paper flow to the schools go I think a lot of this information is unnecessary. Putting aside the direct information about the placements which the schools need, I think we're sending out sort of a grab bag, a package of things. We're pulling from here and there handouts from this and that and sending out to the schools because we think they might help. I suppose there's nothing wrong with that information but we do deal with a lot of it in workshops again. It's a duplication and an unnecessary one.

Q Do you see this as an important job for Practicum Associates?

Neil Certainly at least someone is getting out there into the schools and spending time with the students. They respect you for that. Perhaps some of the faculty don't have time to do this and the PA's are able to provide a good service in this way. I would enjoy doing even more of this kind of work than spending so much time placing students for that can get a little boring after a while especially if they keep changing their minds. I still think there are some things either a computer or a secretary can do just as well.

(December 16)

Neill's comments, however, were comparatively mild compared to the more vociferous members of the group. Almost everyone had made some reference to this aspect of the job over the term. They all saw the need for keeping in touch with the schools, placing student teachers and responding to other specific needs, but they felt many instances absorbed considerably more time than necessary. Many of their frustrations formed the tenor of conversation at the regular Wednesday, October 22 meeting:

Liza Let's write something down to give us direction. I need to know where I'm going. Anyone interested in working on this? (Most people nodded in agreement.)

Brent We're at the mercy of this committee (the professional group responsible for Practicum Associates) because they decide whether the Practicum Associate program should continue!

Liza Therefore, to avoid misconceptions we need a sub-committee from among the Associates. (At this point certain feelings of frustration were aired with respect to the decision making process.) . . . we have no power to influence! (Discussion then centred, briefly, around the alternative ways of spending the money that was presently being used on the Associates.)

Dora We are very expensive.

Tina Very expensive secretaries!

Anna Perhaps our frustrations stem from our original expectations. For instance, trying to share our experiences from the field with student teachers and not being able to do it?

(October 22)

The faculty also had been critical of this aspect of the Practicum Associate's job. In the preliminary survey, which was conducted, one responded as follows:

[The] role [of the Practicum Associate] is too confined to the administration of practica—divided into the we/thee away from the C and I areas which doesn't aid in improving

relationships between the faculty and the field! Much potential that is not being realized.

Another made the following comment:

[The Practicum Associate should] assist in the instruction of C and I courses in their own area of preparation, i.e. credibility from recent experiences. Act as a resource person in this capacity—NOT waste time in house-keeping duties, they cost too much!!

Then again at the Thursday, October 23 meeting with the committee from the Teacher's Professional Association responsible for practicum affairs reference was made to the amount of time given over to managerial tasks:

Harry (First year Practicum Associate) What are we really doing? (Everyone laughed.) I'm busy doing things but not all of it is that useful. We run about a lot doing joe-jobs and there is often little use made of our expertise as classroom teachers. There is not an efficient use made of our time. We are plugging into what's happening not our own ideas. These are largely others' perceptions.

Al (Former Practicum Associate now a teachers' representative on the committee) We are sending expensive talents there, but are they being used adequately?

Harry We are experts at workshops! But not experts in the eyes of the faculty.

Ada (Chairperson—practising elementary teacher) Are you involved developing the workshops?

Harry We are filling the needs that someone else has devised.

Dora (Second year Practicum Associate) You are not alone. I have spent eight weeks shuffling cards for student teacher placements but I know that a secretary could do this job. It really bothers me as this is ten percent of my assignment.

Ada Do you have a lot of clerical duties?

Tina (First year Practicum Associate) As teachers we had lots of clerical duties. The only difference now is that we have time during the day to do it and not at night.

- Anna (First year Practicum Associate) There's a lack of time though and a lack of flexibility in the programs too in which to achieve other important things. There tends to be an information overload day after day.
- A1 Are you just passing on information rather than being directly involved?
- Ian (Committee member—practising teacher) You are not responsible for the input into the courses?
- Tina Other than marking the assignments, no. We are not involved in the program development.
- Steve (Second year Practicum Associate) Practicum Associates have contacts in the field and a good deal of expertise but the faculty is in charge of the programs and we don't have a vehicle for being in charge of the programs, we dovetail into someone else's program. We miss the contact with some student teachers and have no power to make changes, no input. The alternative is personal lobbying with instructors or structuring the role of Practicum Associates ourselves.
- Innis (Second year Practicum Associate) The question of power and influence and the lack of using expertise in the role. Why don't we have the influence? (As she read from her notes she listed the many groups that affected the Associates.) We now have program coordinators who help us become influential. The School Experience Office needs to have people seconded entirely to them rather than to specific departments.
- A1 When you say assignment to a department how does that affect your influence with the coordinators?
- Innis Assignment to a department is usually through the coordinator. . . . Program coordinators have better contacts.
- Sara (First year Practicum Associate) . . . Perhaps we should explore influences in areas where we have expertise?
- A1 My impression of the four years shows that Practicum Associates have become farther and farther removed from the student teachers in order to do more coordination.
- Steve There are two areas where Practicum Associates have definite contacts, in the C and I and Practicum-related courses. The on-campus involvement varies a great deal and there seems to be a trend toward managerial-kind of people.

- Tina I think that we have time to do both but my contact to this point has been very superficial. The managerial part I enjoy but I would like more contact with student teachers.
- Al Only two of you are involved bridging the gap from campus to school! Perhaps we should take the worst teachers out of schools rather than the best so that they can do the managerial tasks! (Everyone laughed.)
- Ron (Former Practicum Associate now a teachers' representative on the committee) How does the faculty look at the Practicum Associate who is an outsider? I have gone through the same frustrations as you people as the faculty has the legal power. I'm not sure what can be done about that. It boils down to individual negotiations. They are not happy giving up that power.
- Harry Is it power or recognition of professional expertise? Is more authority or more responsibility commensurate with professional status? Other than the assignment of the task do they recognize expertise in other ways?
- Ron Some like it, others enjoy the managerial work being done for them.
- Ada You are teachers' aides at a higher level.
- Tina We are enjoying it, but should we be involved for more than a year these problems might be increased.
- Al But we have to look at the long-term objectives; we know that you enjoy it.
- Ian (Committee member representing Teachers' Professional Association) What about a job description? (A long job description was read.)
- Sara It loses something in the translation. If we graphed out student contact it would look differently.
(October 23)

Among the five activities in which all Practicum Associates were involved (Appendix X) two emerged as both important but time consuming; cooperating teacher workshops and student teacher placements. In the case of the latter a host of variables needed consideration: Did the students have cars? What was their area of interest?

Had they already been to certain schools? Could their first choice of school be satisfied? Did the cooperating teacher want a first, second or third-year student? What happened after a placement had been made and problems arose; could a change be made? The anomalies increased and Neil and his colleagues spent many hours on the phone rearranging placements, advising principals and teachers of changes and where necessary defending the honour of the institution if verbal exchanges had gone beyond the bounds of reason. Cooperating teacher workshops also demanded considerable attention to diverse details. Roles and responsibilities had to be defined, evaluation procedures identified and specific skills explained. Preparations for the workshops and placement of students necessitated countless organizational meetings, phone calls, letters and personal contact.

Neil also spent a good deal of time assembling packages for distribution to the schools, ensuring that other papers had been xeroxed for class and collating materials for the Call Back Sessions. Towards the end of the term he became actively involved in a recycling of the process in preparation for the following term. (His total assignment for the second semester was essentially the same.) In addition, he had to spend time reviewing some of the videotapes intended for the Ed. Pra. PI course. He did not feel comfortable working with these materials unless he had had a chance to see them for himself. Arranging pre-viewing times and taking time to see them often took many hours.

He was philosophical about the time he invested in planning, organizing or administering:

Neil There are a lot of meetings but I think in order to make sure that there are as few misunderstandings as possible I think you have to have them.

(December 16)

Others, however, were not:

Dora We are very expensive.

Tina Very expensive secretaries!

(October 22)

Al . . . Perhaps we should take the worst teachers out of schools rather than the best so that they can do the managerial tasks!

(October 22)

Faculty [The] role [of Practicum Associates] is too confined to
Member the administration of practica—divided into the we/they
away from the C and I areas which doesn't aid in
improving relationships between the faculty and the
field. Much potential that is not being realized.

(October)

Many of the hours of preparation were essential though particularly in those areas where it was necessary to understand new theoretical concepts. Neil found that time spent on university work was a little different from that which he had been used to in his elementary classes.

IV. THE PRACTICUM ASSOCIATE AS UNIVERSITY TEACHER

Neil received his first term teaching assignment the day he arrived on campus. Clarification of the contents began two days later when Paul described the nature of Ed. Pra. PI and Eva, the Ed. Pra. PII, the two courses he was expected to teach. Additional points were made as the orientation week progressed and Neil became

familiar with the programs. He was fortunate to have help in both of the courses. Paul, to whom all the Associates were assigned, was also the Ed. Pra. PI coordinator and Dora, in her second year of the program, had taught Ed. Pra. PII already.

By the time he had met with his first Ed. Pra. PI class, Monday, September 8, Neil had had the opportunity to study the Workbook for the course and sort out a number of questions directly with Paul. He was, nevertheless, a little nervous and the confusion in the room assignment did little to reduce his anxieties:

Armed with a battery of materials, many borrowed from Dora, Neil nervously met his very first university class.

Neil [At the conclusion] That switch in rooms made me feel a little disorganized and pressed for time. I wonder if the students will question my teaching abilities as a result of this?

(September 8)

He had already "chalked up" his experience by the following day, however, as he began his first meeting with the Ed. Pra. PII:

He had already visited the room and re-arranged some chairs into a circle at one end and written three goal statements for the course on a portable blackboard . . . The class was to meet twice a week, on Tuesdays and Thursdays from 0930 to 1050 hours over a period of six weeks. It was to be followed by a six week practicum in the schools.

There were sixteen people in the group, three males and thirteen females.

(September 9)

This teaching pattern of Ed. Pra. PI on Mondays and Ed. Pra. PII on Tuesdays and Thursdays, continued for the remainder of the term. The Monday classes began at 1300 hours and finished usually at 1450 hours. Classes on Tuesdays and Thursdays started at 0930 hours and went to 1050 hours. All of the sessions had coffee breaks

which lasted anywhere from ten to twenty minutes. Neil's timetable for Ed. Pra. PI followed along these lines:

Day	Time	Activity	Presenter
September 8	1300-1410	Introduction to the Course: Done twice because of room confusion	Neil
September 15	1300-1310	Explanation of School Placements	Neil
	1310-1450	Use of Education Library	Library Personnel
September 22	1300-1320	School Placements: Intro- duction to Assignment #1	Neil
	1320-1450	Preparation of Teaching Materials	Library Personnel
September 29	1300-1320	Distribution and Short Discussion Concerning Assignment #1	Neil
	1320-1445	Introduction to Audio- Visual Materials	AV Personnel
October 6	1300-1350	Work on Assignment #1 from the Students' Workbook	Neil
	1350-1400	Break	Ø
	1400-1450	Videotape and Assignment #2	Neil VTR
October 13	Thanksgiving Holiday		
October 20	1300-1350	Library Assignment Returned: Exercises from the Workbook: Videotape Shown	Neil VTR
	1350-1405	Break	Ø
	1405-1450	Workbook Exercises: Video- tape on Questioning Strategies	Neil VTR
	1450-1510	Attended to Individual Concerns	Neil

Day	Time	Activity	Presenter
October 27	1305-1345	Questioning Continued: Major Assignment #1 Collected and Major Assignment #2 Distributed	Neil
November 3	1303-1350	Use of Teacher Language	Neil
	1350-1405	Break	Ø
	1405-1445	Film Used to Illustrate Teacher Language	Film
	1445-1510	Attended to Individual Concerns	Neil
November 10	1305-1348	Exercises Involving Communication	Neil
	1348-1408	Break	Ø
	1408-1450	Major Assignment #1 Returned: Verbal and Non-Verbal Feedback Illustrated with a Videotape	Neil VTR
	1450-1500	Attended to a Student's Complaint about the Grade He Assigned	Neil
November 17	1303-1350	Classroom Management Techniques	Neil
	1350-1410	Break	Ø
	1410-1450	Group Presentations Re: Simulated Lessons in Control	Students
	1450-1515	General Discussion with a Few Students Re: this Last Activity	Neil
November 24	1300-1345	Small Group Approach to Workbook Exercises: Classroom Management	Groups
	1345-1405	Break	Ø
	1405-1445	Videotape Illustrating "Withitness" Individual Attention to Workbook Exercises	VTR Students
	1445-1520	Discussion with Some Students about the Grey Cup	Some students and Neil

Day	Time	Activity	Presenter
December 1	1300-1330	Explanation of the Final Exam: Major Assignment #2 Returned	Neil
	1330-1400	Small Group Discussion re: Exam Format with Some Students who Opted to Stay	Neil
December 8	1300-1500	Final Exam	Neil supervised
December 15	1300-1500	Final Exam for Three Students Unable to Attend the Official Sitting	Neil supervised

In Summary: Neil had a little over SIXTEEN HOURS class contact with Ed. Pra. PI students. This time included FOUR HOURS OF EXAMS AND SEVERAL HOURS OF VIDEOTAPES, FILMS AND SMALL GROUP SESSIONS. In addition, he spent in total TWO AND A HALF HOURS in conversations with some students immediately after the sessions had ended. The students also undertook over FOUR AND A HALF HOURS in workshops with people other than Neil.

Contact with Ed. Pra. PII students followed along these

lines:

Day	Time	Activity
September 9	0930-1005	Introduction to the Course: Personal Introductions
	1005-1015	Break
	1015-1050	Small Group Discussion: What is a Good Teacher? Large Group Synthesis Followed
September 11	0930-1000	Small Group Discussions
	1000-1015	Break
	1015-1050	Group Simulations
September 16	0930-1000	General Discussion Re: Classroom Types
	1000-1010	Break
	1010-1050	Handling Disruptive Children
	1050-1110	Conversations with Individual Students

Day	Time	Activity
September 18	0935-1005	Establishing Classroom Rules for Children
	1005-1015	Break
	1015-1050	Pupil Control in the Classroom
	1050-1105	Conversations with Individual Students
September 23	0930-1005	Students' Prepared Response to the Question of Rules
	1005-1015	Break
	1015-1045	Continued with the Same Theme
September 25	0930-1005	Basic Communication Skills
	1005-1020	Break
	1020-1045	Videotapes Illustrating Some Skills of Communication
	1045-1105	Conversations with Individual Students
September 30	0930-1000	Communication Skills Continued
	1000-1020	Break
	1020-1050	Worksheet Used to Help Clarify Some Communication Skills
September 30	1300-1410	Individual Student Reaction to Specific Problems
October 2	0930-1000	Use of Objectives in Teaching
	1000-1020	Break
	1020-1045	Writing Objectives
	1045-1100	Conversations with Individual Students
October 7	0930-1000	Program Coordinator, Eva, Explained how School Placements were Made.
	1000-1015	Break
	1015-1050	Discussion over What to Observe During the Practicum

Day	Time	Activity
October 9	0930-1000	Lesson Planning
	1000-1015	Break
	1015-1030	Preparation of an Appropriate Lesson Plan
October 9	1300-1400	Individual Student Presentations of Lessons through Question/Answer Techniques
October 14	0930-1000	Observation Techniques
	1000-1020	Break
	1020-1035	Distribution of Helpful Documents
October 14	1300-1400	Individual Student Presentations: A Book of their Choice Appropriate for a Specific Grade Level

In Summary: Neil had a little over FOURTEEN HOURS class contact with Ed. Pr. PII students during these six weeks. In addition, he spent in total ONE AND A HALF HOURS in conversations with some students immediately after the sessions had ended.

Note: It is important to realise that Neil made other contacts with some of the Ed. Pra. PII students after class. One or two visited his office to seek his opinion with respect to lesson plans they were preparing for the ensuing practicum, some dropped by for a quiet conversation, while others sought further clarification about the concepts that had been addressed in class.

He was also to meet eight of the group over the next six weeks in the schools. They were the ones to whom he had been assigned for supervision purposes. [Reference to this aspect is made below under the title of Ambassador.]

However, what is of importance here is the actual contact time he had with the entire class.

Over the term, from September through December, Neil had just over THIRTY HOURS of actual class contact with FIFTY-THREE students in two separate courses. When asked at the mid-point of the term if he was enjoying his teaching he replied:

Neil As you know I have only had one full class with Ed. Pra. PI. I see the workshops as valuable to

the students but they certainly have taken time away from the rest of the course. It is such a structured course anyway and the fact we only meet once a week and the group is so large make it difficult to really get to know the students.

(October 14)

I'm enjoying my Ed. Pra. PII group very much. I still have problems getting done what I plan, but they're a good group and seem responsive. There's so much they need to know it's hard to know what to leave out or put in. The materials Dora has given me are very useful, some though I don't think we really treat properly because of time constraints.

(October 14)

On an earlier occasion in the year also, he had expressed a pleasant surprise with respect to students' attentiveness:

Neil They certainly pay more attention than I'm used to. You just don't expect people to listen so much. I was quite surprised as I'm so used to having interruptions in my class. (He had most recently been teaching grades 5 and 6.) It's strange talking so much and not having to stop. It means that you have to be well prepared!

(September 4)

The constraints of time had been of concern to Neil from the outset. After his second meeting, Thursday, September 11, with the Ed. Pra. PII student he addressed the issue:

While walking back to the office Neil said that he felt good about the class he had just taught and was more relaxed with the students. He did, nevertheless, worry that time seemed to be working against him. He expressed a degree of frustration at not being able to complete all that he had planned.

(September 11)

Then again, reference was made to this problem after the class on Thursday, September 18:

Following the coffee break discussion centred around a handout on Pupil Control in the Classroom. . . . Little time was left to explore Preventive Discipline, the other major topic on the handout.

(September 18)

While working on the area of questioning with the Ed. Pra. PII students on Thursday, October 2, Neil assumed them to have knowledge of Bloom's taxonomy. However:

He was surprised they had not been introduced to them.
 "Perhaps they had," he said, "but had forgotten about them!"
 He expressed some concern also that time would not allow him to explain them further. "Ah well," he continued, "they have plenty of handouts to help them along."

(October 2)

The problem of information overload combined with the lack of time was aptly summarized by Neil during his Thursday, October 7 class:

Neil followed her presentation by giving out a number of sheets to the students. "Welcome to the Ed. Pra. PII paper blizzard," he said, "the objective is the more you read the more you know, the more you know the more confused you get."

(October 7)

Also, during the last week of Ed. Pra. PII classes, he distributed a variety of helpful documents:

Neil You're not expected to read all these in this course!
 They are intended for whenever you have time to read
 them over the next few years.

(October 14)

Similar frustrations were encountered with Ed. Pra. PI classes. After his second full class meeting on Monday, October 20, he sighed:

Neil Wow that was a bit rushed wasn't it? It felt like I
 was starting all over again. The wrong tape and the
 lack of time didn't help. . . . There's just no room
 to relate some of my experiences either.

(October 20)

Then again during the Monday, November 10 class:

. . . each student was given a seven-page document that was intended to help him/her with the second assignment, Preparing a Lesson Plan. . . . Lack of time did not permit a discussion of this.

(November 10)

During the last month of the term as Neil reflected on his activities, he remarked:

. . . in the Ed. Pra. PI program you work with such a large number of students for such a short period of time that you have no consulting work with them at all. There's very little contact. Although I'd like more I can't see any way around it the way the program is structured at the moment.

(December, 16)

On the other hand:

Well I feel that my contact with the Ed. Pra. PII students was very good. . . . After spending already six weeks with them I think that the relationship that developed had become fairly close and quite open.

(December 16)

These reflections were in marked contrast to those feelings Neil had experienced at the beginning of the term. At that time he was impressed with the organization, planning and design of the Ed. Pra. PI course that was explained at great length during the period of orientation. He was perplexed, however, after his initial meeting with those responsible for Ed. Pra. PII on Wednesday, August 27:

Neil expressed a few words of incredulity as we walked back to his office. He felt nothing had been resolved and the meeting had gone largely in circles. He was somewhat dismayed by the proceedings and was beginning to feel a little confused. Here was a course that he was expected to be teaching within two weeks and yet there seemed to be no basic agreement as to what constituted its content.

(August 27)

The highly structured nature of the one course and the seeming disorganization of the other left him with a feeling of ambivalence in the early days of his appointment. At the end of the first term, however, the structure he felt to be a distinct disadvantage to the overall effectiveness of the one, while the flexibility

of the other allowed him many more opportunities to introduce ideas. In both courses time and continuity tended to reduce effectiveness. While Ed. Pra. PI was designed to introduce students to typical teacher behaviors, Ed. Pra. PII was designed to acquaint students with effective teaching strategies. The former paralleled actual observations in the local schools while the latter preceded an intensive six-week practicum. In essence, both theoretical courses were planned to complement immediate practical applications.

Ed. Pra. PI students were expected to maintain a Log Book while in the schools in which they recorded observations of the concepts they had become familiar with in class. Ed. Pra. PII students likewise were expected to implement some of the features, while practice teaching, they had learnt during their time on campus.

Although Neil saw the value in the diversity of ideas in Ed. Pra. PI, he still found it a little overwhelming. Only at the end of the course when he collected the Log Books was he able to see if the students had either understood or observed the behaviours. Meetings once a week with a large group of students made it difficult for him to follow individual progress and he had no contacts with the schools where the observations were recorded to verify success or progress. Again, with the Ed. Pra. PII students there seemed to be so much they needed to know, but time was limited. He was able to follow through with some of the last group as he supervised eight of them during their practice teaching. Nevertheless, a little over fourteen hours of class contact hardly did justice to the complexities of understanding diverse teaching strategies.

A number of important questions began to emerge toward the end of the first term with respect to his teaching assignment. Was it possible to teach a variety of important concepts to fifty-two students over a period of thirty hours? Was it possible to determine if the theory had a practical application if the majority of students were not supervised or observed? If one course imposed restrictions while another gave access to only sixteen students over a period of six weeks was there any value in seconding a teacher to the position? Perhaps such a position might be as readily handled by a regular faculty member? Indeed, the lack of opportunities to share experiences and ideas that Neil encountered suggested minimum use of his professional status. One of the original reasons for utilizing seconded teachers had been the school experience they were able to bring to the job. Few opportunities lent themselves to this, rendering Neil's professional expertise largely to a state of impotence.

V. THE PRACTICUM ASSOCIATE AS AMBASSADOR

The very nature of the job necessitated that a Practicum Associate represent two organizations. He was seconded from a school system and continued to remain an active member of a professional association while in the employ of Canwest University. The latter paid him the salary he would have received had he remained in the schools. This they did directly to the School Boards so that there would be no interruptions in benefits. Criteria for selection (Appendix C), as agreed upon by both teachers and university

personnel, gave rise to a competitive selective procedure. Practising teachers had a vested interest in those selected for they hoped the teacher education program would be enhanced as a result. The university, while pleased to have these professionals work on campus with potential teachers, considered one of the real values to follow after they returned to the schools. With knowledge and understanding of the university, the programs and impending changes, it was thought such persons became excellent ambassadors when back in the field.

Although it was beyond the scope of this particular study to assess the role of the Associate when back in the field, some comments expressed by a former Associate threw some doubt on the efficacy of the ambassadorial connotation. During the meeting between the Teachers' Association and the Practicum Associates on Thursday, October 23, Al, a former Associate now on the executive, asked a number of pointed questions and raised several pertinent issues:

- Al My impression of the four years shows that Practicum Associates have become farther and farther removed from the student teachers in order to do more coordination.
.....
- Al The Dean wants the faculty out of the observational role, that's well known.
.....
- Al Seriously, we want to make the program a better one. Perceptions are not important, the program is.
.....
- Sara A small point but note Practicum Associates can bring great impact to the field after they return to the field. Look at the product at the end of the program.
- Al We put them on our committee. (He pointed to two ex-members in this group.)

Whether his observations and comments were representative would require additional investigation among other former Associates.

His comments did, however, determine in large part the tone of that particular meeting and seemed to strike a discordant note in the minds of others present. Certainly Al might have been considered an ambassador, but perhaps not in the positive sense. There is danger naturally in placing too much emphasis on the opinions of one person but this particular group of people also formed the nucleus of the committee which negotiated the agreements with the university and the government on behalf of the teachers and therefore had considerable influence in the decision making process as it affected future Practicum Associates.

Neil, meanwhile, was just beginning his tenure as a Practicum Associate. There was common agreement among his colleagues and teachers in general that he represented the school system within the university. When asked to give their opinions teachers were able to identify with the role of Practicum Associate, as they perceived it, for such persons were also practising professionals:

Because of recent classroom experience I see the role as melding theory and practice.

. . . Provide a true picture of what teaching is really like, i.e., responsibilities and pressures.

More work exclusively with student teachers, devise courses relating to teaching in classrooms. More consultative to student teachers. More time in schools.

. . . assist cooperating teachers in terms of joint efforts in evaluation and the improvement of the student teaching experience.

(October Questionnaire)

Certainly Neil was conscious of these expectations as some of his remarks over the term attested:

. . . I enjoy working with the student teachers . . .
(October 14)

. . . I think in order to help the students they need a close relationship with someone, to offer them guidance, more feedback . . .
(October 14)

. . . I think the main strength of the Practicum Associate program is that there is a closer tie-in with the student teachers' program. A teacher from the field working close beside them is a great advantage. . . .
(December 16)

He was, however, also a member of a university organization and part of a structure which determined how he might meet some of these expectations. Teaching, as has been shown, met this in one very small way. Working in the area of providing specific workshops for cooperating and student teachers was yet another.

One of the common university expectations for all Practicum Associates was that of working with cooperating teachers in workshop situations (Appendix X). Neil's first encounter came early in the year, Thursday, September 4. He was joined by two other Associates, Dora and Brent as well as Eva, the Ed. Pra. PII Coordinator. His actual involvement was a short session with the student teachers present. He made reference to a handout (Appendix W) which explained the role they were to have in the approaching practicum. Later in the workshop he joined with Eva and the student teachers to address the need for effective communication skills. Eva directed the session, but involved Neil in one or two simulation activities. Neil had been included in the preparation of this workshop but most of the work had been done by Dora, Eva and Brent.

His second major workshop came on Friday, October 17. This

time he was joined by Associates Harry, Tina and Anna along with Paul. Preparations had been underway for this particular event for some time. Neil's direct involvement included a session with the elementary cooperating teachers and a joint presentation with Anna on supervision and communication skills to the entire group. His initial reference was to the same handout that had been used in the first workshop (Appendix W) but this time to the role of the cooperating teacher. The seven points were discussed. After about twenty minutes he turned his attention to a second handout on which were printed ten questions:

Neil 1. Should student teachers prepare detailed lesson plans? (The log book which outlined the practicum certainly encouraged this.)

Teacher I certainly think they should. (Others nodded in agreement.)

Neil 2. How long should student teachers observe classes prior to teaching? and 3. What teaching load should student teachers reach during 1st, 2nd, 3rd and 4th week of each round? (He answered each of these questions by referring directly to the Practicum Handbook which had been distributed to each participant at the beginning of the workshop.)

4. How often and for how long should student teachers be left alone? It really depends on the strength of the student teacher. This is something you have to work out with them. Some students certainly require a lot more supervision than others.

Teacher I never leave my student teacher alone for you never know what might happen.

Teacher I feel they should have some time on their own to get a feel for the class.

Teacher It seems to me that you have to be very careful in this. If you misjudge a student's capabilities it could have disastrous consequences for your class.

Neil (He quietly suggested they continue with the next question.) 5. What amount of support should cooperating teacher give student teacher during student teacher's

lesson regarding (i) content, (ii) discipline? Many of the students will have ideas about what they wish to teach. Some you may need to help reduce to a more manageable number. This is probably not the problem, it's in the area of discipline that some will need help.

Teacher Yes, this is an area that often needs a lot of work. I hope that they observe carefully what I am doing so that the children don't have to get used to whole new ideas for the short time the student is in the school.

Teacher Well I insist that they follow the rules that I have established so that the children are not disturbed too much.

Neil 6. How much assistance in lesson planning should cooperating teacher give student teacher? Again, most students have a format that they wish to follow unless you want them to follow your's. This kind of thing is best worked out between you and the student.

Teacher I prefer they bring the format from the university, it helps me to know how they have been learning it.

Teacher I usually give them a unit and help them break that down into a series of lessons and then let them prepare their own individual lessons without much interference.

Neil 7. How often should Faculty Consultants visit? The Practicum Handbook recommends two visits a week.

Teacher While we are on the point of Faculty Consultants, last year they were involved in evaluations. It sounds as if there has been a change in emphasis here. Is that true?

Neil Yes, the Cooperating Teacher has the responsibility for the final evaluations.

Teacher I have another small point too. When we have parent-teacher interviews the student teachers don't need to be involved do they?

Teacher The Practicum Handbook says that student teachers might be involved in this process.

Teacher No! I don't want them in my interviews.

Neil Are there other comments? (Paused) Number 8. How long should Faculty Consultants visit? Again, this depends a lot on the strengths of the student. If you want more visits I'm sure the Faculty Consultants would be pleased to come out.

Teacher Sometimes they don't stay long enough and the student feels let down as they may not have seen the best part of the lesson and may evaluate these parts that were not particularly good.

Teacher Yes, I agree, they should have the courtesy to stay until the lesson is actually finished.

Neil (Looked at his watch.) Number 9. Should Faculty Consultant and Cooperating Teacher observe the student teacher together during any lessons? This may seem like a threatening experience but it can also be very constructive if all three are prepared properly. We are nearly out of time so, number 10. How can I prepare classes for student teacher? (He thought for a while.) Give me a concept, anything . . .

Teacher Energy.

Neil All right, energy. First, think of the concepts, power, electricity, light, whatever. What are these made up from? Then, think of the materials required to make the concepts work. So too in preparing students. Present the concepts and then decide what materials are needed to present the concept.

(October 17)

A break for coffee interrupted the session at this point.

Neil and Anna combined to present the next part of the workshop concerned with supervision and communication:

Anna introduced the concept through a series of handouts highlighting planning, observation and analysis. Neil, using an overhead transparency, emphasized the analysis aspect which concentrated on the positive aspects of teaching rather than the negative. He made the point that evaluation was not the objective of the exercise. During the actual observations he suggested the cooperating teacher should focus on exact details so that at the end a clearer picture of the teaching process would be available. Anna interjected that such an approach was far superior to just sitting at the rear of a classroom making copious notes. Neil then went on to encourage the teachers to explore the ideas of self-analysis and self-reflection among their student teachers. During the post-conference analysis, the final stage in this supervisory cycle, Neil suggested the focus should be on the cooperating teacher and how she/he helped or hindered the entire process. As the hour progressed they both became quite relaxed and ran the session as a duologue. He stood close to the overhead on one side of the room while she occupied the space on the opposite side. The presentation was

totally unrehearsed but he would make a point having made reference to a line on the overhead and she would continue with the next one, again making reference to the overhead. Occasionally, they both tried to address a topic simultaneously but a quick eye contact and a series of non-verbal cues enabled one of them to continue. Both felt the session to be somewhat superficial, however, and constrained by time and they were not sure if they had been successful in convincing the group as to the merits of clinical supervision. They expressed some disappointment at not being able to spend a little more time discussing the actual process with the participants.

The final part of the session before lunch was given over to a discussion of communication skills and the importance of descriptive rather than evaluative feedback. Anna stressed the need for specifics rather than general statements when dealing with student teachers. One of the participants spoke to the question of planning and classroom management as a result of this discussion and felt there should be more attention paid to the same in the university program. Anna and Neil nodded in agreement but did not continue the argument. Instead they divided the large group into triads. The instructions, printed on one of the handouts, were for one person to speak on the topic of supervision, a second to paraphrase what they had said while a third observed to see if in fact the summaries were congruent with the original. Time had not allowed for another four-page paper, describing five skills for effective communication, to be discussed. This short exercise was designed to illustrate only two of the five, "paraphrasing" and "perception checking."

Five minutes before lunch Anna stopped the groups:

Anna Just before we break for lunch Neil and I would like to do a short skit for you. (The same one that he had done with Eva at his first workshop.)

Neil It won't win any academy awards but we have tried to knock off the rough edges.

Spontaneous applause followed the effort. Anna smiled but admitted afterwards that perhaps the group might not have appreciated the meaning because it may have been too rushed and out of context. One person, however, was overheard to say, "It's been a very good session, much better than last year!" Lunch followed in a separate room and informal conversations continued.

(October 17)

Because Neil had not worked directly with the cooperating teachers at the first workshop this was his first and, as it turned

out, last experience during the first term. He and Dora made other presentations to large groups of student teachers at two separate, on-campus workshops, Tuesday, October 21 and Tuesday, November 4, but Eva attended to the needs of the cooperating teachers who happened to be present. Neil approached the first session on October 21 with confidence. Dora began and then he explained the students' role in the practicum through use of the same handout that had been used on previous occasions (Appendix W). His confident, relaxed manner enabled his humour to show:

Neil If you have any questions—Dora will be glad to answer them for you! . . . Don't phone the Dean straightaway, it might look bad for us! . . . We'll phone the Dean if necessary! (As he read.) Sorry about the overuse of "he" instead of "she." (As he read he grew tongue-tied and gave himself a slap on the face.) . . .

(At this point he read from the list of teaching skills dealt with in Ed. Pra. PII.) Everyone did these of course? All my group did! (Friendly jeers.)

(November 4)

The remainder of the workshop was given over to students and their cooperating teachers working together. Neil and Dora were not directly involved. A similar pattern to that described here was used also at the November 4 workshop.

These four workshops in which Neil participated involved students and cooperating teachers but he was concerned only once with the latter and three times with the students. His role as a university representative therefore in working with cooperating teachers was somewhat limited. The nature of his involvement was also restricted largely to the dissemination of information to those students and teachers. On the one occasion when he and Anna teamed

together he did have an hour in which he was able to present original material.

Although these involvements were limited he did have other contacts with cooperating teachers during the six-week practicum that he helped supervise from October 27 through December 5. During that time he worked in three different schools with eight of the students he had taught Ed. Pra. PII. [He supervised another student too during this time in a school south of the city.] He enjoyed these experiences and spent many hours in the schools. The students were grateful for his help and expressed their appreciation openly during the final gathering at Mona's apartment on December 3.

Beyond the students it was clear that Neil had established a working rapport with the cooperating teachers. They freely discussed their respective students' practicum experiences with him and welcomed his input. One or two expressed concerns and had some difficulty understanding their students' approaches. Ken and Lena fell into this bracket but Neil handled each situation without fuss. Both he and the students had few contacts with other members of the respective staffs, however. In the one school all the student teachers occupied tables in the staff room during breaks while the teachers, including the cooperating teachers, scattered themselves elsewhere throughout the room. Neil found that he gravitated toward the tables during recess and lunch spending time with the student teachers after he had spoken with their sponsor teachers. The incident in the first school tended to underscore this feeling of separation:

The principal approached and said, "Good morning" to Neil. He recognized his face but was not able to recall his name. . . .

"Well you know where you're going, to . . .?" He had obviously not remembered the student teacher's name. Neil interceded sensing his loss for words. "Yes" he said, "just down the hallway here thanks."

(November 27)

Neil conceded that after his first contact with the principals he rarely saw them again and had no dealings with teachers beyond those who sponsored his students. As he was not expected to evaluate the student's performance he made notes only for the student and did not keep duplicate copies. His talk with Ken, for instance, following the science lesson, he said was typical:

Ken . . . I agree with your comments here. I didn't have enough equipment so that all the students could do the experiment. I don't agree with them all sitting around watching me do the experiment. I would have preferred to have them do it, but that's the way the class is run and rather than change things and cause a problem I thought it better to follow her usual way.

Neil Would you have done the entire experiment on an individual basis?

Ken No, probably not. The instructions and cautions would have been issued to the entire group. (He was showing the children, grade two, how the temperatures varied when water was at room temperature, freezing or boiling.) One of the problems I found was keeping the water at boiling point. I had been warned off using any heating coil! The only way I could get hot water into the room was in a thermos and there just wouldn't have been enough for everyone to have a go.

Neil I liked the way that you tried to give everyone a chance to read the thermometers. I wonder though if the table you used and the area at the back of the room was large enough for all those students?

Ken I agree it wasn't that great, but because the room is arranged into rows that's the only place I can really do this kind of experiment.

Neil I wonder if some of your language was just a little bit too complicated for this age group? You might want to slow down, think of the questioning ideas we talked about, Bloom's taxonomy for instance, and pause before

you call on specific names. Vary the pace a little more and if you have trouble be firm as well as pleasant, don't let it get away from you.

Ken How do you cope with constant disruptions like I had from Kimy?

Neil Good question! It's not easy as you had one or two in there. Perhaps they could become your "helpers" or maybe they should sit somewhere else and watch. Sometimes if you instruct them they become the instructors for the rest of the group. They need to be kept busy for it's that which really keeps them out of trouble. Do you feel it went well?

Ken Parts seemed to be better than others. They listened well as I started the experiment.

Neil Do you think they would be able to transfer from your actual experiment to those temperature charts in the workbooks?

Ken I'm not sure. I'll know when I see them!

Neil You can't be blamed for the way the class is organized but I was thinking that if they actually did the experiments themselves then they could copy their results straight away without having to remember what they did.

Ken Right, I see what you mean. . . .

As we drove back to the university:

Neil That's a typical day for student supervision! How did you like it? Some days it's just impossible to get from one school to the next in time for the lesson that particular student wants me to see. Despite the fact I only have eight students it takes quite a lot of organizing to give them equal time. Fortunately there are no major problems although I've had to spend a little more time with people like Lena and Ken mainly to give them reassurance because of their difficulties with the class or teacher. The real problem though is having to spend a whole day driving to see one student in Cudelton (a small place about twenty kilometres south of the city).
(November 27)

The workshops over the term and the school visits during the six-week practicum provided him with a small but important

ambassadorial role. He was able to represent the university in a small way among teachers and students. Few commitments back on campus meant that he could visit schools frequently during the practicum thus fulfilling the teachers' expectations of a Practicum Associate to "be in the schools more often." How effective each of these roles were, however, raises some interesting questions. The only productive contact he had with the cooperating teachers was during the workshop presentation he made with Anna. His own involvement on that particular occasion concerned the dissemination of information for the cooperating teachers. Although he worked with other Associates on three separate workshops his time was spent with the student teachers exclusively. Again, these latter sessions were devoted to the dissemination of information concerning role expectations, evaluation procedures and basic requirements for the respective teaching practices. Certainly there was no doubt that these workshops were well received. As one teacher at the October 17 session concluded, "It's been a very good session, much better than last year!" Another teacher responded this way after the October 21 workshop:

They never did this ten years ago. You just met your cooperating teacher and faculty consultant in the school itself after you had been teaching. . . .

(October 21)

Also, after the October 17 workshop as the evaluation forms that had been submitted were read:

They were pleasantly surprised by the number of three, four and fives that had been circled (five-point Likert scale) on the evaluation forms. They concluded that the workshop had been a success. . . .

(October 17)

Student teachers also welcomed the opportunities provided by

these workshops to meet with their cooperating teachers in more relaxed circumstances away from the schools and classrooms.

Similarly, Neil felt positive about what he was contributing.

After the September 4 session:

Neil said that he felt good about his first involvement as an instructor in such a workshop. The students, he said, had listened to him attentively.

(September 4)

Then again, after the October 17 workshop:

Neil expressed confidence in his performance with the cooperating teachers . . .

(October 17)

The question, however, still remains; Could the work have been done as well by someone other than a Practicum Associate? Neil was called upon to relay information, something that did not require specific expertise. He had only one contact with cooperating teachers and that lasted for just an hour. His experiences and contacts with the school system played a very cursory role in these presentations. Indeed, it might be argued that his professional expertise was not required. Thus, as an experienced teacher, Practicum Associate, representing the university back in the field he was not given the recognition that might have been anticipated. Although the university had spoken at length of the advantages of having the Practicum Associate represent it in this capacity in reality such an ambassadorial role was minimal.

Much could be said of the other role expected of the Associate; that prescribed by the school system from which he had come. They saw him as a recent practising teacher like themselves and therefore closer to the "realities" of the classroom and the techniques of teaching:

Give directions to aspiring teachers. . . . Provide a true picture of what teaching is really like. . . .

Because of recent classroom experience I see the role as melding theory and practice.

. . . the true role should be to help the student to learn the skills necessary for effective teaching. More time is needed than given at present.

More work exclusively with student teachers, . . . More consultative . . . More time in schools.

. . . assist cooperating teachers in . . . the improvement of the student teaching experience.

(October Questionnaire)

Limited opportunities to teach a variety of students, minimum contacts beyond information sessions with students and teachers and six weeks in four schools with nine students hardly allowed Neil to fullfil his mandate. There is no doubt that within the constraints of the environment in which he found himself Neil performed admirably but those constraints also militated against him achieving the expectations either the university or the school system seemed to possess. His role, therefore, may be summarized more readily as that of an ambivalent ambassador.

VI. THE PRACTICUM ASSOCIATE AS IMPARTER OF KNOWLEDGE

All of Neil's teaching experience had been at the elementary level. He was familiar also with the elementary teaching education programs at Canwest University for he had graduated from the institution. His practical experiences combined with his theoretical understandings helped to give him, therefore, a foundation upon which to build an appreciation for the position of Practicum Associate.

Although he was assigned to Paul and the School Experience Office he learnt also that he was a member of the Department of Elementary Education within the Faculty. Other than attending one of their meetings, however, he had little or nothing to do with those people who were not directly involved with him. All of his working contacts throughout the term, other than colleagues, included people involved with elementary education. Ed. Pra. PII and its associated workshops, the regional workshops, practicum supervision, student teacher placements and other student concerns all came under the same elementary education umbrella. Only Ed. Pra. PI extended beyond the range, but specific grade levels were not a priority in that course.

At the outset it seemed as if he was well prepared to meet the challenge of the assignment he was given (Appendix X). He was an elementary teacher by training and experience and his assignment as a Practicum Associate was almost exclusively in that area. The extensive introduction to Ed. Pra. PI, which he received during orientation, its structured nature, the well-developed Workbooks and Log Books, the video and audio-tapes along with the extensive organization of school placements, all pointed to a positive beginning. Neil was impressed with this organization and although a little nervous about teaching university students felt he had enough to guide him.

The same could not be said of his other major teaching assignment, Ed. Pra. PII. After an initial meeting with other instructors in this course, Wednesday, August 27, Neil began to feel a little confused. He was not sure about the content, if textbooks were to be used, if an outline was required or which topics should have been

considered important. At the time everything seemed very disorganized. Fortunately, he was able to rely on Dora's guidance for she had taught the course already and had notes which she was prepared to share with him.

He took these and devoted a good deal of time over the next few days to reading and preparation. Eventually he devised a plan of action which formed the basis for his course. He introduced these topics to the students at the second class on Thursday, September 11:

1. Classroom Management
2. Communication
3. Observation
4. Planning
5. Objectives
6. Questioning
7. Evaluation.

Using notes and handing out materials that Dora had given him he addressed each of these over the six-week period.

Neil's attitude toward the end of the term was in marked contrast to that at the beginning. He had enjoyed the flexibility which the Ed. Pra. PII course had allowed him and found the Ed. Pra. PI almost too structured. As he remarked after his November 17 class:

Neil I enjoyed that last session. It gave me a chance to talk with the students and exchange a few ideas that the workbook has not covered. It was nice to be able to relax and talk about things they seemed interested in besides having to stick close to the text. That seems to be the problem with Ed. Pra. PI, it's so structured . . . I don't seem to have the time to give them or few of my own ideas and experiences either.
(November 17)

He had been able to teach those topics about which he had some knowledge, experience and background reading in Ed. Pra. PII, but he had to stick rigidly to those topics already defined in

Ed. Pra. Pl. He found some of the latter confusing and ill-named, Stimulus Boundedness, Withitness and Flip-Flops! Although he was able to relate most of these ideas back to his own experiences others he had never heard about. Lack of knowledge in some of these areas caused him some concern.

The same was true with respect to certain facets of the workshops. Again, although Neil was mainly involved giving out important information he did, nevertheless, have to prepare a major presentation for cooperating teachers which included the topic of supervision. He and Anna had made extensive preparations for this but did not feel entirely confident about presenting their ideas to fellow-teachers:

This next part of the workshop was a new experience for both Anna and Neil. They were to deal with supervision of student teachers in the main part and then devote a few moments to consider communication skills. Neil had gleaned some ideas from his workshop with student teachers with respect to the latter but for both he and Anna dealing with cooperating teachers was quite a different undertaking.

(October 17)

After introducing the concepts they wished to share with the group Neil concentrated on a particular aspect of supervisory behavior using an overhead projector to focus attention on the highlights.

Then:

As the hour progressed they both became quite relaxed and ran the session as a duologue. . . . [But] both felt the session to be somewhat superficial, however, and constrained by time and they were not sure if they had been successful in convincing the group as to the merits of clinical supervision.

The mixture of disappointment and satisfaction tended to underscore a feeling of inadequacy with respect to the knowledge component. Both Neil and Anna made conjectures on the return journey as to how they would make improvements:

Neil I wonder if there are any other ways of presenting it?

Anna Perhaps we should produce some video-tapes that show exactly what we are getting at. Examples of how to observe and what to look for and then how to conduct the conference after the lesson.

Neil Yes, but that still needs time. I would like to have seen them try a few more problems for themselves, . . .

Anna Perhaps we need a follow-up session?

Neil Yes, but it's unlikely we'll get one.

Anna I guess I need to read more about it!

Neil Me too!

(October 17)

Similar sentiments were echoed by other Practicum Associates with respect to their role in the workshop. At the December 8 meeting when Harry suggested that all cooperating teachers be required to attend preparatory workshops Tina responded:

Tina But who will do these workshops? Perhaps the Practicum Associates are really not the best qualified people! (She continued a theme that she had aired before.) Where do we get all the expertise from? We are expected to do the workshops, . . .

Although Neil's workshop experiences had been more concerned with the dissemination of information his brief encounter with clinical supervision made him appreciative of Tina's comments. He reflected back on his university teaching too and concluded that he was also deficient in his understanding of a few concepts that were prescribed. It seemed, however, that Practicum Associates were expected to have knowledge in a variety of areas and be capable of presenting diverse concepts to both students and cooperating teachers. Such an expectation, although highly complementary, tended to endow the Associates with a knowledge prerogative, which they admitted was just not true.

VII. SUMMARY

Over the five month term Neil had a number of unique experiences as a Practicum Associate. His involvement with a diversity of people including students, faculty members, cooperating teachers and fellow Associates gave rise to what Radcliffe-Brown (1948:231) has called "a series of multitudinous impressions" in the eyes of the researcher. As these impressions began to coalesce, however, certain themes or what McCall and Simmons (1969) have called "mine-run" hypotheses, began to emerge.

During the early weeks of orientation special attempts were made to familiarize the Associates with the operation of the organization to which they had been seconded. They were introduced to people, immersed in routine, given the knowledge they needed to cope with the complexities of the infrastructure and made aware of peculiar organizational idiosyncrasies. Their initiation may be likened to what Van Gennep (1960) has termed *Les Rites de Passage*. Further, knowledge of such complexities enabled them to appreciate what Boissevain (1974) and others have called the important network inter-relationships. Adequate understanding of the latter it was anticipated might have saved them countless hours of fruitless search when seeking answers to specific problems.

Lengthy, frequent meetings with program coordinators, other Practicum Associates, Paul, Dora and Eva, became the hallmark of Neil's tenure as an Associate. Many of these were of an organizational nature and dealt with both important and seemingly trivial matters. He was somewhat philosophical about the time devoted to administrative

affairs, his colleagues, however, were not:

Dora We are expensive.

Tina Very expensive secretaries!

Not all of his time was spent in this way for one of the most important aspects of his job was teaching. He had two major assignments in this capacity. One involved thirty-seven first-year students and the other, sixteen second-year students. Although Neil expressed a good deal of satisfaction with his teaching he felt that often he was not able to relate his own experiences to those theoretical constructs which formed the basis of the courses. A lack of such opportunities tended to reduce his professional expertise largely to a state of impotence.

In addition to his teaching role he was expected to work with cooperating teachers and student teachers in the schools. Special preparatory workshops for the former had been devised in conjunction with some faculty members and other Practicum Associates. Neil was involved in four such events as a representative from the university. Canwest also saw this as a key ambassadorial role. Further, he supervised nine student teachers in the schools over a six-week practicum. The schools, in turn, regarded this involvement as an important part of the Practicum Associate's responsibility; a chance for an experienced teacher to work with students and colleagues in the schools. They too saw this as an ambassadorial role.

Minimum contact with cooperating teachers in the workshop format combined with limited contacts in the schools with colleagues other than those responsible for student teachers, however, tended to

reduce these roles to a state of ambivalence.

Teaching and workshops for cooperating teachers necessitated him possessing a wide range of skills and knowledge. Like many of his Associates, Neil felt comfortable in certain aspects of the job, but somewhat inadequate in those areas where he lacked the necessary expertise. The expectation that he was capable of handling a variety of topics tended to bestow a knowledge prerogative upon him which, like his colleagues, he felt was unrealistic.

Chapter VII

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

I. SUMMARY

. . . no one believes an hypothesis except its originator but everyone believes an experiment except the experimenter.
(Beveridge, 1957:47)

The Practicum Associate Concept

The opportunity to observe a new Practicum Associate in the Faculty of Education at Canwest University provided a small, but valuable insight into the mechanisms of an innovative approach to teacher education. Through the process of participant-as-observer over a sustained five-month period a good deal of information was gathered. As much as possible of the job was described including the many meetings, workshops, social activities, courses taught, students contacted and the informal interactions. Emphasis was placed on gathering data that looked at how the new secondment adjusted and adapted to his new environment within the university context during the first few months. A conscious decision to terminate the research at the end of the first term was made in the light of this. Because the Practicum Associate selected for the study was to be repeating in the second term much of what he had done in the first, it seemed like a logical place to stop. The assumption was made also that the second term would be influenced by those events from the first and

would, therefore, go beyond the intention of the research.

Preliminary arrangements for the research began well in advance of the actual observations. The Practicum Associate program was already into its third year of operation and a number of people had occupied the position and returned subsequently to the school system. Certain patterns of activity had been established by the previous Associates while on campus and the new set of Practicum Associates were expected to follow some of the established precedents. Access and entry procedures for the researcher were also at times quite complex because of the many people involved. Attending selection committee meetings, talking with previous Associates, gaining faculty and departmental approval and ensuring that all who had a part in the program were aware of the research took time, effort and sometimes much persuasion.

Choosing an Associate for the research from among the thirteen who had been selected did not prove to be difficult. Four of the group were returning for a second year and therefore were not eligible. Five others were secondary teachers and also ineligible because the decision to follow an elementary person had already been made. Of the four that remained one was to be doing no teaching in the first term and another had been assigned almost exclusively to work with special education children, leaving two ideal choices. Neil, the lone male with experience at grades three, four, five and six, offered his services for the study, once he knew what it entailed.

Observations by the researcher began the first day the Associates appeared on campus to start their appointments. Extensive

orientation sessions, meetings and program details occupied the first two weeks and thereafter anytime Neil was involved in a specific activity notes were recorded. The nature of the research was always explained so that everyone present was aware of what was happening. The presence of an observer did not seem to affect the proceedings. Students, for instance, quickly accepted the addition of another person into the group. Within a short space of time many had forgotten the reason for his being there and often mistakenly asked questions or included him in small group discussions. Regular meetings among the Associates, social activities and other special occasions all became routine for both the participants and the observer as the term continued.

Neil was remarkably tolerant of the constant intrusion into his working life. He soon became used to the idea of having an observer present and was able to continue without being conscious of the fact he was under constant surveillance. A cheerful disposition and a relaxed manner helped enormously in this endeavour. He always kept a diary of events and made a point of notifying changes. He spoke often of how much he enjoyed working with student teachers and it was clear from their many comments that the feelings were mutual.

Certainly Neil's adaptive spirit and personality helped offset some of the frustrations and restrictions posed within the environment in which he worked. These have been variously summarized elsewhere and have been briefly mentioned again here. As an outsider entering a well established academic institution Neil had much to learn about *les rites de passage* that characterized it. A good deal of this knowledge came

through talking and listening to a variety of people in many different departments and specialist positions. Learning who did what, when and where meant understanding the intricacies of the *network interrelationships* that existed. Once involved with the students, however, he found that lack of contacts and the nature of some of the courses often rendered him *professionally impotent*. Much of his time, he felt, was spent doing an inordinate number of trivial tasks which made him a rather *expensive secretary*. In an attempt to blend theory with practice both with the student teachers and during workshops for cooperating teachers he found his strong desire to be practical juxtaposed with his desire to represent the theoretical. The result created the role of an *ambivalent ambassador*. Recognizing his own theoretical weaknesses resulted in a dilemma, however, for as a representative of the university he was expected to have knowledge in a variety of areas. This assumption attributed him with a *knowledge prerogative* that he was unable to defend.

Participant Observation as a Methodology

Gold (1958) has spoken of four methods the participant observer may use in research. Junker (1960:36) has graphed these on a continuum from, complete participant to, complete observer. For purposes of this research the role of participant-as-observer was adopted as the most effective way to collect the data. In this case the researcher informed his audience that the study was being undertaken and everyone, at all times, knew the intentions of the observation. Vidich (1955), Junker (1960), Richardson (1960), Becker et al. (1961), Webb et al. (1966), McCall and Simmons (1969), Whiting and

Whiting (1970), Schatzman and Strauss (1973), Wolcott (1973) and Spradley (1980) have talked variously about the process of observation and how to go about collecting the data. They have distinguished between condensed and expanded accounts, the difficulties involved with verbatim recording and the need to be aware of reporter bias. In this particular study most of the information was collected through extensive note-taking. A tape recorder was used only to record specific answers to questions and the expanded accounts were made in privacy following those major events where note-taking was precluded. Much data was gathered during informal meetings, over coffee, after official meetings, during long car rides to and from workshops and schools, and in conversations with other Practicum Associates.

Many of the researchers who have conducted participant observational studies (Vidich, 1955; McCall and Simmons, 1969; and Spradley, 1980) have addressed the issue of how much actual involvement was required on behalf of the researcher. They have cautioned against the danger of "over rapport," the problems of maintaining a degree of objectivity and contamination of results through uncontrolled biases. How these were handled during the process of observation demanded tact, sensitivity to potential problems, a trusting relationship being established between observer and those observed and attention to detail in the descriptive passages.

The control of bias and awareness of certain sensitive issues in this study of a Practicum Associate necessitated care and attention being paid to what was recorded. During informal exchanges conversations often included thoughts and ideas which could have been both

highly inappropriate and unethical to record. These views were omitted from the final descriptive passages but the flavour of their intent permeated the themes that emerged.

Certainly the collection of data provided the participant observer with a formidable task. It was just not possible to record everything that happened, both verbal and non-verbal, for while a particular point was under investigation many others inevitably were being ignored. Critics have suggested this to be one of the major weaknesses in this form of research and have accused the observer of selecting what he considered important. It was difficult to refute such a claim for there was no doubt selection took place consciously or unconsciously. Garfinkel (1967) and Mehan and Wood (1975), for instance, have suggested that the only way to understand ethnomethodology was to read the theory and then try it out on a number of occasions. Spradley (1980) has made the same point about participant observers. Thus, if selective observations, bias and inaccurate reports were to be minimised the researcher had to practise and experiment extensively observing and recording data.

In order to gain such experience this researcher observed two graduate classes at summer school. Teaching and learning attitudes were observed and recorded, so too were certain individual characteristics including dress, methods of note-taking, oral presentations, seating preferences and reading habits. The exercise produced some interesting observations, enabled certain skills to be honed and helped isolate particular problems.

Each social situation, however, has remained unique and no

matter how many times pilot projects were undertaken new problems accompanied new circumstances. Although the summer preparation proved useful, the actual study of a Practicum Associate was far more complex. Many more people were involved, the action occurred in numerous places under a variety of circumstances and Neil had to deal with both receptive and occasionally hostile colleagues. The participant observer had to decide when it was inappropriate for him to be present, he had to maintain a degree of acceptance among the groups over a sustained period of time and above all had to be honest in his reporting. An inevitable degree of tension existed when this outsider, with the express purpose of observing, entered the social situation; fortunately, because of Neil's manner and the way in which this study was approached many of these tensions were minimized.

Data analysis was another area of the research that required considerable thought. Unlike deductive studies, where the data tended to support or refute a variety of hypotheses, descriptive passages required several readings before ideas began to consolidate. Themes did emerge, however, as the study continued; some lead nowhere while others gathered momentum as more ideas were collected. Certainly, in this case a number of ideas did emerge that seemed significant.

The arguments which either supported or refuted the use of participant observation as a research methodology were both equally encouraging and confounding. One technique which has been suggested by some writers including Webb et al. (1966) to avoid a good deal of this criticism was that of triangulation. Here various methods of data gathering have been suggested: observation, document search, historical

records, archives, structured interviews, library searches and questionnaires. Through a combination of these it was felt that more reliable evidence resulted. A rather insignificant attempt was made during the Practicum Associate study to go beyond the observational and include other data collected by means of a short questionnaire.

It seemed that some faculty and some educators in the field when asked about their understanding of the Practicum Associate concept had very vague ideas about what it was all about. In order to test this assumption further, both faculty and teachers were asked two questions: what they thought a Practicum Associate was; and, what he/she should be in the ideal. The two questions were distributed on single sheets of paper across the faculty and throughout the local schools contiguous to the university. Over forty-one percent of the faculty and forty-five percent of the teachers offered no opinion, which meant they either didn't know what Practicum Associates were or did not wish to answer the questions. Some openly admitted that they had never heard of such "creatures." These comments came from both the teachers and the faculty.

Of those who replied the responses for both groups were not that dissimilar. Bridging theory and practice, providing liaison between school and campus, bringing recent expertise to campus and working with student teachers, were mentioned most frequently. What appeared to be most significant was the fact that most of the teachers who replied saw the Associates as their representatives on campus. They felt maximum time should be spent in schools with student teachers and because the Associates were first and foremost classroom

teachers themselves this should have been their priority. The faculty, on the other hand, did not seek the corollary and claim the Associates as university representatives. Some expressed discomfort at their presence, others saw them as useful in assuming more of the practicum load while still others made a great effort to integrate them into the existing program.

Obviously, this additional piece of research with its unsophisticated design, could hardly have been considered as another vertex in the triangulation process. It was, however, an effort to survey quickly a large group of people and check an assumption that seemed prevalent in the minds of many.

II. CONCLUSIONS

Qualitative data are apt to be superior to quantitative data in density of information, vividness, and clarity of meaning . . . (Weiss, 1968:344-345)

The Study

Griffiths (1969:18-19) has talked about three significant factors in school administration, the man, the job and the social setting in which he functioned. His analysis has been transferred to other work environments and in this case, that of the Practicum Associate:

Defined very briefly, the job includes . . . tasks and responsibilities, which vary in importance and emphasis as time passes, . . . The man brings to the job certain capacities of body, mind, emotion and spirit. He has beliefs, values, expectations, behavior patterns, energy reserves, and skills. . . . The social setting encompasses the pressures and compulsions . . .

Neil came to his new job with certain expectations, energy, reserves

and skills. He found himself embroiled in an exceedingly dynamic social situation, the university, with all its pressures and compulsions. Then, as Griffiths (1969:19) has pointed out further:

. . . each of these three major components is divided into three dimensions: content, process, and sequence. Taken together, these constitute what is known as the tridimensional concept . . .

However, when an administrator or a Practicum Associate were being observed the tridimensional concept tended to lose its impact when it was viewed across the dimensions rather than from within. In other words, what seemed important was not how various aspects of an administrator's or a Practicum Associate's position were sequenced but what happened within each of those. Hence, the outlook of the man doing the job was the key to its understanding. A participant observational study allowed the researcher the opportunity to go beyond the superficial classification of the tridimensional concept and to search for meanings within it. Deeply rooted traditions, values, emotional stability, networks, relationships with people and decision making seemed to become more meaningful and important when they were observed over a period of time.

Restatement of Purpose

This participant-observational study of a Practicum Associate at Canwest was guided initially by four broad questions. Although no attempt was made to answer these directly during the course of the research, subsequent analysis of the data revealed the following:

1. What elements constituted the Practicum Associate's position?

According to the criteria established by the University and the Teachers' Association, Practicum Associates were selected from among those who possessed "superior" teaching skills, at least five years experience, were familiar with the Canwest teacher preparation program and were prepared to teach courses related to practical skills in the classroom. They were seconded for one complete academic year and were assigned to the practicum office. Both elementary and secondary teachers were invited to apply.

Neil satisfied these minimum criteria, but also brought to the position teaching experiences with a variety of grades, a bilingual background, knowledge of the city separate school system in which Canwest was located and a quiet, determined, witty disposition.

2. Which elements in this study appeared to derive from theory, and which from practice? To what extent did (a) contiguity and (b) contrast exist between theory and practice?

In theory Neil possessed a variety of technical attributes. He brought to his new position knowledge and experiences related to upper elementary grades. Through the latter he was expected to influence students as they prepared themselves for a career in teaching. His recent classroom experiences were seen as particularly advantageous in the teaching of specific skills. Considerable emphasis had been placed upon this aspect of the secondment and practising teachers were thought to possess a gamut of skills that were intended to complement the theoretical concepts prevalent in Canwest's teacher education program.

Constraint of timetabling courses, infrequent meetings with students, lack of continuity between students taught and those supervised during practicum, restricted involvement with a minimum number of students and an inordinate amount of time spent in organization, all militated against these theoretical ideals achieving their optimum. Certainly Neil made every effort to share his experiences within the constraints of the two courses he taught and whenever he was involved in giving workshops, but these contacts were minimal compared to his potential.

3. What contextual variables influenced the activities of the Practicum Associate?

As Neil pointed out, he had expected to be involved with more students over a more intensive period of time at Canwest. He was surprised that he had only two courses to teach in the first term and even then did not follow most of these students into their practicum. He was also concerned that he did not spend more time in schools with other students. It seemed that a lot of energy was expended with organizational matters, many of which seemed trivial and capable of being handled as routine office tasks.

Although he enjoyed the company of his colleagues he expressed some disappointment about being left out of the mainstream of faculty affairs. Officially, he had been assigned to the Elementary Department, but it seemed to be in title only. From his perspective it seemed that the Practicum Associates were an independent group and likely to remain isolated. Faculty perceptions about their role certainly bore out this observation as the questionnaires attested. Essentially, Neil only came into contact with those faculty members

with whom he was directly working. Indeed, because of the diversity of assignments, he only met some Practicum Associates at weekly meetings or on special social occasions. The nature of the position necessitated considerable independence, few opportunities to share ideas, except at formal gatherings, virtually no chance to learn more about Canwest's operations and limited personal or professional development.

4. How did the Practicum Associate deal with the contextual variables, and what differences (if any) were apparent in his ability to deal with them, as his experience in the role increased?

After the initial feelings, that Neil experienced with respect to his assignment, had subsided he devoted his energies and time to what was expected. He worked closely with those people who were involved with the courses he taught, Eva, Paul and Dora. In addition, his other involvements brought him into contact with fellow Associates Anna, Brent, Harry and occasionally, Innis. Lack of others involving him in faculty or departmental affairs, however, caused him to miss such meetings as the term progressed. He began to rely almost exclusively on Eva for Faculty input, Paul with respect to organizational matters and Dora because of her experiences as a Practicum Associate the year before. Minimum contact with students enabled him to create a strong rapport with the few students he had been assigned, especially in Ed. Pra. II. A number of successful social events over the term highlighted this fact. Contact with other Associates though were almost non-existent. He attended the regular Wednesday morning meetings with his colleagues, very occasionally had a drink with them and joined in the Christmas party but did not deal with them on a

professional basis.

A sense of isolation bothered him at the outset but as the term continued he began to accept the idea and adjusted accordingly. He enjoyed the slower pace of the university and often compared it to the seemingly hectic classroom from which he had just come. In many ways the atmosphere suited his quiet disposition. He found it difficult to adjust to the flexible hours for he had been used to regular schedules, timetables, bells and daily routines, but, again as time progressed he expressed positive feelings toward this aspect of his assignment.

Some Propositions to Consider

As the study concluded and a series of 'mine-run' hypotheses gathered momentum, a number of generalizations also began to emerge. Later, when the data were analyzed, reflected upon and re-analyzed these generalizations provided the basis for developing a number of propositions. The Webster's New College Dictionary (1974) has defined the latter thus: ". . . something offered for consideration or acceptance . . . an expression in language of something that can be believed, doubted or denied." The limited nature of the study demanded, however, that such propositions be viewed from a rhetorical perspective. The Concise Oxford Dictionary (1963) has defined rhetorical as: "Expressed with a view to persuasive . . . effect." What followed, therefore, were a number of persuasive ideas proffered for consideration and continued discussion that seemed to emerge from the data.

Griffith's tridimensional concept provided an ironic but significant backdrop for the first of these propositions:

Proposition One

Policy-makers, administrators in the field of education, on campus or in the school system, politicians and others involved in the educational decision-making process may need to recognize not only the cognitive aspects of the tridimensional concept or any other such models but more importantly, the process contained within them, especially where they wish to implement a program akin to that of teacher secondment.

The fact that the Practicum Associate concept was conceived during a time of crisis in provincial education and was born into a somewhat hostile environment made this proposition perhaps even more credible. There was no doubt that the idea was a compromise between the university and the teaching fraternity and to some degree, the government (Chikombah, 1979). In accepting the concept of seconding experienced teachers from the classroom each of these agencies were condoning an idea that had received support from many people, indeed, not just in this particular province. An attempt to bridge the gap between theory and practice had long been the major thesis of many practitioners and some theorists in education. Unfortunately, having once accepted the idea and put it into operation administrators, policy-makers and to some extent the teachers in this case, felt their job was complete. How the program functioned, integrated with other activities or to what extent it was successful became the concerns of others within the organization. This brought the discussion to a second proposition:

Proposition Two

Whenever a neophyte enters a totally new, but well established institutional environment, some thought might be given to the initial processes of socialization, perhaps a cursory acknowledgement of *les rites de passage*, that surround the new position.

Neil's entry into the university environment was a cultural shock in the sense that Toffler (1970) and Oberg (1972) have defined it. He emerged from a school system that may have provided similar problems at the outset but with which he had become familiar as the result of some years of experience. Teaching children, a timetable, prescribed minutes of work, working with other staff, being responsible to a principal and subsequent hierarchy and having some appreciation for the broader professional context had all become an integral part of his work-life. A good deal of his expectations in this respect were already predetermined from the many years he had spent as a student in the same system for as a student at the university the emphasis had been placed upon listening to lectures, taking notes, reading books, enduring examinations and working through a prescribed curriculum. The position of Practicum Associate within the university context provided a somewhat different perspective, however.

Neil was not expected to teach classes from nine to three each day of the week, attend specific staff meetings, organize extra-curricular activities, attend to supervision duties or be involved with the host of activities with which schools become preoccupied. Instead, he found fewer classes to teach and consequently shorter hours in the classroom; that most meetings were organized through invitation and some of the larger gatherings were optional; that the hierarchy of authority was not totally clear; and, although his contribution was important, it was hard to determine where it all belonged in the total scheme of things. Neil was particularly struck

by the fact that most people were very busy trying to complete their own work and even among fellow Practicum Associates, other than at specific meetings, opportunities for the group to share expertise were rare. Although he found some structure within the courses he taught much of the actual process was left to his own ingenuity and creativeness. No one was there to ensure a class met or for how long or indeed what was actually taught. Neil realized quickly that there was, in fact, no parallel between the system from which he had come with its rather clear lines of authority, supervision and control, and that in which he now found himself.

There was no doubt, however, that as time progressed through the term he felt very much more comfortable with this arrangement and rather enjoyed the freedom accorded him. Certainly, this feeling was in keeping with what Lortie (1975:162-186) has found to be an important desire of teachers—they wanted to use their time in teaching not attending to other seemingly trivial matters. The university environment almost provided this ideal. Regrettably, the opportunities were minimal:

Proposition Three

Where an experienced teacher enters a degree-granting professional school for the purposes of sharing his knowledge and expertise but is given minimum opportunity to achieve this end his professionalism may be quickly reduced to a state of impotence.

University timetables and workload distribution did not seem conducive to the equitable distribution of talent within a professional school. For an experienced teacher, coming from a grade school system where classes met everyday for a set number of minutes, the university came as a bit of a shock. Each person was assigned a set

number of courses to teach and any workload time left over, according to the agreed formula, was assigned to coordination or other duties. Neil and his colleagues had to be accommodated within this formula and each of their assignments had to parallel those of the regular faculty. Teaching lasted from September to exams in the early part of December and then would have continued from January to the mid-part of April. Each Practicum Associate was given certain courses to teach but no one was given an excessive number. Neil had two, so did most of the others. In addition, they were given special responsibilities. Neil worked in the preparation of workshops for cooperating teachers, student placements and special assignments given by Paul (Appendix X).

Sixteen students made up one of his courses. They met twice a week over a period of six weeks for a little under one-and-a-half hours per class. Thirty-two students made up the other class. They met once a week for a period of almost two hours over thirteen sessions. Both classes enjoyed a fifteen or twenty minute break each time. In the case of the larger group the first meeting in September was spent looking at the requirements and expectations for the course. The next three weeks were devoted exclusively to special workshops. Seven weeks were spent looking at materials although the Thanksgiving holiday also punctuated this continuity. A final session was used to look at examination questions. In total, Neil spent approximately fourteen hours in contact with one class and fifteen hours with the other. Additional times were spent with smaller groups of students and various individuals along with extensive time in schools during the six-week Ed. Pra. PII practicum. Neil regretted, however, not having more class

time with more than forty-eight students over the three month period.

Beyond this, Neil spent time supervising eight of his Ed. Pra. PII students and one other during the six-week practicum. He also spent many hours placing students with the appropriate cooperating teachers, organizing and running workshops for the latter, and some time in the preparation of activities for student teachers. The rather limited time spent with students compared to that which was available, the amount of time spent with organizational details, attending meetings, the preparation of materials, the number of students involved, and, the structured content of one course and the limited scope of the other were all factors which tended to reduce Neil's professional input as the term progressed.

Nevertheless, these contacts gave him at least an idea as to what to expect in the university organization:

Proposition Four

Without at least a rudimentary working knowledge of the complex *network interrelationships* that exist within a large organization such as a university the neophyte may not begin to understand the *raison d'être* for either the institution as a whole or his own part within it.

Neil met his twelve colleagues on the first day and learnt that he and they were under the guidance of Paul and the School Experience Office. He later met other people connected to this office including the secretarial support staff. Before the end of the first week, however, he had found out a good deal more about the infrastructure of the faculty. He met Deans, Assistant Deans, Department Chairmen, Coordinators of various programs and faculty members responsible for special options in the teacher evaluation process.

Eventually, he observed that although his major responsibilities emanated from the School Experience Office this was not where his allegiance was to be placed solely.

His elementary teaching experience necessitated that he was to be classified with the department of that name also. He was invited to attend their monthly meetings and be involved with their general activities. Having once been introduced to the group at the first such meeting, however, he made the decision to use the time in other activities. His understanding of the departmental system remained a little elusive as he had no direct dealings with any of the other five departments that also existed in the faculty.

Most of his time was spent with a few specific individuals from the Elementary Department although often there was no relationship between one activity and another. He worked a good deal with Eva, who was the Coordinator for Ed. Pra. PII, especially in the preparation of workshops for cooperating teachers. Time was spent also with his colleague Dora but virtually no professional exchanges were made between him and the other elementary teacher Associates. Tina worked with another elementary coordinator with whom Neil had nothing to do beyond the first meeting. Carol worked in another exclusive domain and Liza found much of her time was devoted to assisting people in another department. Brent, Neil's office partner, was entirely occupied organizing student placements off-campus and rarely came into contact with other departments except when certain arrangements made it necessary. Paul, because of his position in the School Experience Office and as coordinator for Ed. Pra. PI, was able to help Neil

identify those people that he might need to contact in the course of his job, but this service was rarely required.

The location of Neil's office, adjacent to that of School Experiences, meant that he was able to solicit quick answers to questions from either the office staff, Kevin or Paul. This certainly had very definite advantages and saved him time searching out people or making extended trips across buildings. (It's useful to note, perhaps, that all the other Associates, although sharing offices with colleagues, were well scattered throughout the buildings and did not have the ease of access to this important office or the meeting rooms that Neil and Brent were privileged to have had.)

Neil had virtually no dealings whatever with the university as a whole because all of his activity was concentrated in the Faculty of Education. One of his teaching tasks brought him into brief contact with the education library personnel, the audio-visual people and those involved in the preparation of curriculum materials. These were rather cursory encounters, however, and were really for the benefit of the students. Contacts, such as these, as well as making other arrangements meant that he spent a good deal of his time attending to organizational details:

Proposition Five

There seems to be a need for anyone entering a new institution, regardless of his past experiences, to be involved in the routine planning and administration of activities in order to learn more about its internal workings, but there is a danger that over involvement may create the role of an *expensive secretary*.

The point at which learning about new ideas became either monotonous or repetitious occurred for every individual at different

stages. A host of variables would have needed to be considered when making judgements about each Associate. Neil, for instance, found the job of placing student teachers for purposes of practicum a useful experience in the early part of his job. However, some students did not like where they had been placed for practicum and so they sought changes. Neil found this work a little taxing. He spent many hours phoning schools and teachers either to withdraw or place special students. The need to have this done carefully and with expedience was one of the reasons cited for the Practicum Associates' continued involvement in the education program, but there seemed to be an optimum point at which, according to Neil, a person could go before a secretary, for instance, could take over.

An excessive number of meetings and a constant flow of paper were two other areas that seemed to create additional organizational concerns for Neil. When asked to comment on these he suggested:

There are a lot of meetings but I think in order to make sure that there are as few misunderstandings as possible I think you have to have them. You know my feelings about what happens in these meetings anyway. (Here he was referring to his attitude of non-involvement.)

As far as the paper flow to the schools go I think a lot of this information is unnecessary. Putting aside the direct information about the placements which the schools need, I think we're sending out sort of a grab bag, a package of things.

He was also mildly amused at the number of memos that seemed to appear in his mailbox on a daily basis. He conceded that with so much happening at the same time advanced notifications of meetings and important events were necessary but there were times when this seemed almost too much. Because of the complexities within the system

coordination of the many events was impossible and invariably activities occurred at the same time often necessitating a difficult choice to be made as to which should take precedence. Neil compared the complexities of this new environment with those of the rather more simplistic experiences he had known in his last school. Although many events often coincided in his teaching career Neil felt the choice, as to which required attention, was easily made. Responsibilities to his school and the profession in general were largely dictated by those things to which he had agreed to give extra time. There was also a reasonably clear delineation of such responsibilities among his colleagues in this respect. On the other hand, in the university Neil did not feel that decisions of choice were that easy to make.

Whereas in the school system people opted to serve on special committees such as learning conditions, in-service, professional development, social events or represent their schools at various local teachers' association meetings, within the university and more specifically, the Faculty of Education, open invitations were made available so that anyone, if they so desired, could attend a variety of meetings. Some obviously pertained more readily to what people were doing but the choice was always there. Departmental meetings, faculty meetings, program development meetings and those related to changes in practicum were always open to Practicum Associates. Their input was openly encouraged by some individuals, but if and when they did attend it was usually in an observational capacity. Neil opted to listen attentively to a variety of different people; sometimes felt that things were being repeated at various levels; and, sought to put

things into perspective for himself rather than offer opinions.

Beyond the level of conversation, debate and, occasionally argument, Neil still felt obliged to fulfil his own obligations. Although he had teaching duties and professional preparations much of his time was given over to organization. Trying to decide which were more important and how far he should go with some of the problems, especially in student placements, combined with decisions concerning which meetings to attend, created a dilemma for him. In the final analysis, a lack of personal input into the general meetings, another form of *professional impotence*, and the continued need for attention to detail created within his mind a sense of ambivalence:

Proposition Six

Can a person serve effectively two organizations which demand equal representation, especially when he is totally conversant with the one and asked to represent the other from the periphery? Perhaps, it could be argued that such a role necessitates that he become an *ambivalent ambassador*.

The title, Practicum Associate, denoted an important underlying assumption about the person who occupied that role. The Concise Oxford Dictionary (1963) defined "associate" as both an adjective and noun. In the case of the former it talked of "being joined in function; allied," while in the latter case any associate was construed to be a "subordinate member of an association." Thus the Practicum Associate at Canwest University was seen as someone allied to an aspect of the practicum, itself a subordinate of the larger organization, as well as a subordinate to the wider association, in this case the Faculty of Education.

Neil, an experienced teacher with some knowledge of his own profession, was seconded to a university education faculty to serve as a Practicum Associate. He was given a very specific task, teach practicum related courses, organize preparatory workshops for cooperating teachers and other duties as were assigned. His mandate did not include academic or methods courses, which comprised those other teaching areas in a typical education faculty. He was further assigned to the School Experience Office which dealt with student placements, contacts with schools and other general education concerns. As a Practicum Associate his alliance with anything remotely concerned with practicum was clearly defined, hence the terms of his assignment (Appendix X).

The fact, however, that "associate" also denoted some degree of subordination was another clear indication as to where the Practicum Associate, Neil, found himself in the organization. Most, if not all, faculty members had some kind of involvement in subject matter. They taught content related courses and lectured in the processes potential teachers would have needed to transmit this information to young children in regular classrooms. Some were involved in research that lead to improvements in both the cognitive and affective domains of their subject areas. Observing, supervising, advising, counselling and occasionally evaluating student teachers practising what they had been taught in classrooms with a group of children sometimes provided them with a final *coup de grâce* for their efforts. The important point though was that not all faculty took part in this final phase, whether by choice or deliberation. Many never saw their own students

put into practice what they had taught them because of timetabling difficulties, students who wished to work in their home areas or a host of other variables. Once a student left such a class, therefore, he/she became the responsibility of someone else. For most of the faculty, teaching such courses was of primary importance for without the knowledge students would have had little to guide them through the practicum and eventually through their careers. The practicum, nevertheless, became the next part of the cycle, important enough to the students but perhaps not quite so crucial for the faculty.

Here entered a Practicum Associate, such as Neil. His only responsibility was to the practicum. He became totally involved with all aspects of the students' efforts during the practical phase of their teacher education. He was able to bring experiences from his own teaching background and to offer advice about matters that he may have encountered in his own classrooms. His ability and credibility in this aspect of the program were unquestionably among the better, but he was restricted by the terms of his mandate to remain within the confines of the practicum. His experience lay in what happened during the school experiences and not in curriculum or cognitive theory and perhaps quite rightly so, but as a representative of the university, his present employer, he sometimes needed to at least have a working knowledge of the broader spectrum.

During school visitations, for instance, Neil was asked questions about certain aspects of the training program at the university by interested teachers and occasionally hostile colleagues. Some of the questions he found searching and at times

he was in agreement with what was being said. His lack of knowledge about some of the areas of concern made it hard for him to either defend or criticize the university programs. At special workshops, too, where he was involved with explaining difficult concepts to fellow-teachers he found it hard to convince others of the merits to be derived from certain ideas, such as clinical supervision, in which he was not totally versed himself.

Neil's sincere desire to represent the university as accurately and fairly as he could was never in question, nor was the reciprocal, representing the school system to the university in the preparation of student teachers. It was, nevertheless, not easy to represent something about which he lacked considerable understanding nor was it reasonable for the system, from which he had been seconded, to receive minimum representation because of his limited contacts with student teachers. The subordinate position of the practicum within the total program combined with the lack of extended student contact both tended to reduce his efforts to represent as fairly as possible the system from which he had come and the system in which he now found himself. These dual expectations combined with their limitations tended to create for Neil the role of *ambivalent ambassador*. In addition, they gave rise to yet another proposition:

Proposition Seven

When an experienced teacher is seconded to a university setting after some absence from academic pursuits it may be inappropriate to assume that he has a strong conceptual base for his learning activities and an automatic *knowledge prerogative*.

Although Neil had a wealth of practical experiences, anecdotes

and other classroom activities to share with student teachers he sometimes was not able to categorize these under the appropriate theoretical or conceptual construct. During workshops he felt particularly good about certain aspects that he was attempting to relate to colleagues but as he thought about Tina's comments:

Tina But who will do these workshops? Perhaps the Practicum Associates are really not the best qualified people! (She continued a theme that she had aired before.) Where do we get all the expertise from? We are expected to do the workshops, . . .

He (Neil) reflected back on his university teaching too and concluded that he was also deficient in his understanding of a few concepts that were prescribed. It seemed, however, that Practicum Associates were expected to have knowledge in a variety of areas and be capable of presenting diverse concepts to both students and cooperating teachers.

Only later in the term was he able to relate much of what he was already familiar with to some of the terminology inherent in education. Some of the ideas that he was expected to know something about earlier in the term, however, did create some degree of tension in his mind.

Working with such topics as communication skills, Bloom's taxonomy of learning, clinical supervision and methods to evaluate performance was not totally new to him. He had vague recollections from his days as a student about some of them, but it was unnerving to present ideas as an "expert" when he did not have them clear in his own mind. Again, he wished to be a fair representative of the university in all that he did so he spent many hours reading about and learning to come to grips with those ideas that were beyond his realm of experience. Having once been through the process, he felt reasonably good about it, but was rather dismayed to learn that such an effort qualified him to be classified as an "expert."

The endowment with such a *knowledge prerogative* caused a

little resentment on occasions. Neil was pleased to be able to share what knowledge and expertise he already had and was more than willing to learn about those things of which he had little knowledge. Half-day workshops for Practicum Associates on communication skills or clinical supervision, excellent though he thought them to be, were inadequate in providing all the information essential for a thorough understanding of the concepts and above all as a basis upon which to profess expertise. Each new teaching experience, contact with students and cooperating teachers was, essentially for him, also a new learning experience during this first term on campus. He was able to learn a good deal from his own participation, background readings and talks with colleagues. In addition, he felt his own confidence increased as his contacts grew, but he remained a little critical of his role in the workshops where it was assumed he would have specific expertise:

Teaching and workshops for cooperating teachers necessitated him possessing a wide range of skills and knowledge. Like many of his Associates, Neil felt comfortable in certain aspects of the job, but somewhat inadequate in those areas where he lacked the necessary expertise. The expectation that he was capable of handling a variety of topics tended to bestow a knowledge prerogative upon him which, like his colleagues, he felt was unrealistic.

Participant Observation

The arguments for using the technique of participant observation as a means of securing data have been diverse and plentiful. As in all research endeavours a decision has to have been made with respect to which methodology seemed most appropriate. Perhaps all too often a methodology has been found before the problem has even been identified;

the case of a method in search of a researchable topic. Where information has been required that was unobtainable through questionnaire techniques or even structured interviews, such as in this case, Becker and Geer (1960:268) have suggested:

Research aimed at discovering problems and hypotheses requires a data-gathering technique that maximizes the possibility of such discovery. Obviously, the more structured a technique, the less likely the researcher is to find facts whose existence he had not previously considered or to develop hypotheses he had not formulated when he began his study. . . . Techniques which maximize the possibility of coming upon unexpected data include . . . participant observation.

Gold (1958) has identified four further categories of participant observation. The decision was made here to adopt one of these, the role of participant-as-observer in which everybody knew at all times the nature of the research. Every methodology, however, has posed problems to the researcher. Ethics, bias, gaining entry, providing an accurate picture of what transpired, coping with continually changing circumstances, putting people at ease, pursuing ideas with an endless array of questions, recognizing the difference between volunteered and solicited responses, and awareness of how an observer's presence affected the group, were just a few for this participant observer. The wealth of rich data, what Geertz (1973) has called "thick description" that resulted compensated for these although as many of the writers have warned (Whyte, 1955; Junker, 1960; McCall and Simmons, 1969; Wolcott, 1973 and Spradley, 1980), the researcher was required to be sensitive to the needs of those being observed. He needed to know when to make his exit, when to offer opinions, if asked, when to remain quiet, and, which of the conversations not to record. He also needed to be aware of the misinformation that was

being given, as Becker and Geer (1960) have pointed out, some people may have said one thing but may have acted quite differently when asked the same question in a group.

Despite the seemingly endless list of problems, participant observation and the wealth of data it created warranted the effort. After all, the essence of the research was in what the observer saw the person (Practicum Associate) doing on a daily basis over a sustained period of time.

III. IMPLICATIONS

What counts in the long run is not how the facts are dressed but whether they make sense. (Sanday, 1979:537)

For Teacher Education

On the surface, the idea of seconding Practicum Associates to the university environment seemed to have great merit. Instead of debating the idea in professional development seminars and generating grandiloquent rhetoric an effort had been made toward bridging the elusive gap between theory and practice. University educators and professional teachers had worked out an interesting idea, albeit a compromise, toward improving the teacher education program. Thus, over a four year period almost fifty highly qualified and experienced teachers brought their expertise to share with students. Their skills and knowledge ranged from working with very young children to those in the final year of schooling. Collectively, they were a potential power house of talent. Indeed, what they could have generated within the minds of prospective teachers had much to be commended.

The study of a single Practicum Associate over an initial five month period could not have hoped to do justice to the entire program. His experiences, involvement, specific assignments or personal well-being were only a small part of the total; thus, generalizations about other Practicum Associates were not possible. Major themes, however, did emerge from the data which have given rise also to a number of major propositions. It would have seemed reasonable to assume from many of the comments made by the other Associates that Neill's experiences were not unique.

All of the Associates were involved in the same initial socialization process and had to understand the organizational structure of the university. They all met together on a variety of occasions, prepared workshops for teachers and did some teaching. Some considered their expertise to be under-utilized while others were concerned about high expectations in those areas where they lacked the necessary skills and knowledge. These similarities tended to add further support to those propositions as presented here.

Certainly, the implications for teacher educators and program improvement in general were significant. Each of the Practicum Associates brought an array of expertise to the university. In the ideal, they seemed to provide an important link between theory and practice. Where the organizational structure, nature of the teaching timetable or lack of student contact militated against harnessing this potential the results fell short of this ideal.

For Administrators

Many of the original decisions about the idea of secondment were initiated by those representing the universities, the teachers' association or the government. Attention was paid to costs, the role of the government, philosophical concerns and particularly to the poor climate that existed between schools and universities at the time with respect to the accommodation of student teachers for practicum. Beyond this involvement those charged with administering the inception of the Practicum Associate program had little to do with its implementation. Neil, for instance, was assigned to Eva and Paul and beyond the one meeting with the teachers' executive and the cursory contact at faculty and departmental meetings had nothing to do with those responsible for his appointment. Officially, he was responsible to the faculty and to those administrators who occupied positions within the organization but they had little or nothing to do with him and had to rely on other sources if they wished to learn more.

Although the study of a Practicum Associate was insubstantial evidence from which to make generalizations perhaps administrators might have heeded the propositions in the light of the above? Surely it was insufficient to launch an innovation without having some idea as to how those persons who have been invited to be a part of it adjusted to their new environment, *les rites de passage*? Was it not incumbent upon those who occupied positions with the faculty hierarchy to share some of the knowledge they possessed of the organization so that the seeming jungle of *network interrelationships* did not remain totally impenetrable? With a little foresight the connotations associated

with the innocuous title, Practicum Associate, might have been avoided and a status accorded that was in keeping with experience and talent, thus avoiding for one, at least, a measure of *professional impotence*. Status within and that which was afforded from without were difficult ideas to measure but where uncertainty existed, as witness the returns from both the field and faculty questionnaires with respect to what a Practicum Associate was or should have been, it created a degree of confusion. In fact, this feeling of uncertainty created again for one, at least, the role of an *ambivalent ambassador*.

Essentially, the question remained; if the faculty administrators were intimately involved in the daily execution of the Practicum Associate program and were made aware of the problems, elations, frustrations and exhilarations, could they or would they have been in a position to change, enhance or in any other way alter the program?

For Educational Administration

The Practicum Associate concept and the involvement of educational administrators may have had much to add to the understanding of educational administration. The methodology adopted in this study may have had much to say to educational administration as a developing body of knowledge. Teachers, principals, superintendents, university lecturers, deans, department heads, indeed anyone involved with education, have had excellent opportunities to become participant observers. They have been constantly in the mainstream of activity, invariably called upon to supervise or evaluate and frequently asked to observe specific happenings. Thus, if observational skills were improved, listening skills developed and writing skills given

extensive practice, those charged with making administrative decisions might have been in a much better position to make choices based on data collected first-hand. Detailed, non-evaluative descriptions analyzed over a period of time may have allowed for specific themes and ideas to emerge. The results have not only presented an accurate story of what was, but also have enabled further decisions to be made as to where things might have gone.

Garfinkel (1967) and Mehan and Wood (1975) have pointed out with respect to studies in ethnomethodology that one must have pursued the activities in practice to gain confidence and new insights and not have relied solely on reading about them if they were to be meaningful. Wolcott (1973:323) has made the point also that potential administrators need to have been given training in alternative methods:

In my opinion such programs miss their mark. . . . Opportunities for examining relevant and critical aspects of the principalship— . . . are explored lightly if touched upon at all.

For, as he (1973:324) has suggested, additional knowledge about how to gather data and information has created administrators who possessed more awareness:

These areas suggested for attention in training programs share a common purpose: helping school administrators to better understand the social processes in which they are engaged.

Having once gained new insights and had opportunities to practise the same, research in educational administration, as Culbertson (1981) has suggested, will have become more diversified.

IV. RECOMMENDATIONS FOR FURTHER RESEARCH

The possibility that an instance or example might be seen other than as it is presented generates ambiguity. It can be seen as a metaphor on more than one level. (Manning, 1979:669)

The need for continued research of the Practicum Associates and in the use of participant observation remains. Each Practicum Associate deserves to have his/her work described in detail. From a thorough descriptive study of a variety of Associates over a sustained period of time further insights, understandings and modifications, if required, could be made to the program. Knowledge, gained from each perspective, could provide valuable ideas as to how the program was working.

Participant observational studies would seem to have great potential in the wider field of education and in particular, that of educational administration. Every administrator is involved with people and in a variety of social situations; what better way of understanding these than through learning about and then practising careful observation?

V. NEIL'S REACTION TO THE STUDY

His reaction was mixed. Overall, his response brought to mind Huck Finn's succinct review of Mark Twain's efforts with *The Adventures of Tom Sawyer*: 'There was things which he stretched, but mainly he told the truth.' Ed thought the study fair and honest, although he felt that I had put undue emphasis on certain events and problems which made them appear out of proportion . . . (Wolcott, 1973:317)

Such was Ed's reaction to Wolcott's completed study on his principalship. It could easily have been Neil's. He, too, felt the study on his initial tenure as a Practicum Associate to be "fair and

honest." Just like Ed, Neil was struck by the frequency and nature of the problems that had been identified as he read through each chapter. As I tried to reassure him, these were not reflections on his abilities, but rather observations of the often difficult circumstances in which he was placed and over which he often had no control. It was, I further remarked, my responsibility to observe as accurately as possible all the things that happened in an effort to describe and understand how a Practicum Associate behaved. Like Wolcott had found I was able to show Neil that his reaction emphasized the difference between being in the position with that of someone taking time to observe it.

VI. THE FUTURE OF THE PRACTICUM ASSOCIATE PROGRAM

Neil was rehired for a second year as an experienced elementary teacher Practicum Associate. Sarah was invited to remain for another year as a secondary teacher Practicum Associate. In addition, four new Associates were hired, the smallest number since the inception of the program. The Minister of Education promised to fund the program for another year.

In addition, the Minister appointed a Committee to review the current extended practicum program and to consider alternatives in the context of the overall program for teacher preparation. Among the many recommendations in the report Theory to Practice, December 1981, page 37, were the following:

4. the significant role of faculty consultants in the practicum component should be recognized and enhanced by ensuring that:

- a. academic staff members are expected to function as models for practicum students
- b. faculty consultants are certified teachers with relevant classroom experience
- c. faculty members serving as consultants are involved in both theoretical and practical aspects of teacher preparation programs
- d. faculty consultants are involved closely with cooperating teachers to ensure that the practicum component is integrated with other components of teacher preparation programs.

Practicum Associates would have been classified under (b) above, but the report did not recommend secondment directly to meet this recommendation. Perhaps there are alternative ways of achieving this end?

If Neil's experiences represent those of his colleagues' there might be little to recommend its continuance. Lack of extensive student contact, a proliferation of administrative and organizational duties, minimum contacts with schools and a degree of hesitancy by the faculty to integrate the Practicum Associate Program all seem to be negative factors. Also, Neil and the other Associates were expected to conform to the existing organizational structure of the faculty, their expertise was required only when it conformed to that which was. They had no power to influence or change anything. They had to wait until those to whom they were assigned approached them and told them of their duties. To the wider faculty they were merely ships that passed in the night. As one faculty person remarked, "I didn't know there was a program! . . ."

A crucial question remains; Are the Practicum Associates being allowed to provide ideas that are not already being adequately covered by the existing faculty? The limited evidence collected here corroborates this. Certainly, the program has merit in theory; what

seems to be lacking are the carefully developed plans to put it into practice. A key to the success of any innovation is the implementation stage. Has enough attention been paid to this? As a result, by the summer of 1982 will the term, Practicum Associate, have earned a place in the archives of Canwest University?

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APPENDICES

APPENDIX A

BRIDGING THEORY AND PRACTICE IN FACULTIES OF EDUCATION
(WESTERN CANADA)

BRIDGING THEORY AND PRACTICE IN FACULTIES OF EDUCATION
(WESTERN CANADA)

There are two other universities in the same province as Canwest. They too have been seconding teachers from the respective school systems to work in their faculties of education. Both are much smaller institutions and each expressed great pride in those teachers they have seconded over the years. During visits to each a number of points were made clear:

1. Secondments are given a "high profile." In both faculties they have offices next to the Dean and in one their director maintains high credibility in the faculty. In the other, the Dean has direct contacts with them and knows each of them by name.

2. They serve two-year terms and only half are replaced each year.

3. They consider their contacts between the university and their field colleagues to be ideally suited to providing students with a practical complement to the theory.

4. Many are involved in curriculum development activities both on campus with other professors as well as in the school system.

5. All secondments are involved in a continuous evaluation programme and maintain close ties with other practising teachers.

In another Western Province with which the researcher is familiar the three universities have also used secondments in their teacher education programmes. At one institution they are used to supervise student teachers on extensive internships many kilometres from the campus. Those who teach classroom skills also supervise

the same students during practicum. One of the smaller universities has a four month practicum which is supervised entirely by seconded teachers. The latter are hired through a competitive process from the provincial school districts for one academic year. They continue their supervisory activities in those school districts to which a group of students has been assigned, often many kilometres from the campus. Again, it was pointed out that using such persons helped to provide a bridge between the theory and practice.

The researcher also has cursory knowledge of two other Western Canadian University secondment programmes. Here teachers are seconded to work in small, isolated rural communities with those students who have opted to do their practicum in such centres.

APPENDIX B
PRACTICUM ASSOCIATE QUESTIONNAIRES

The Department of Educational Administration
November, 1980

TO: ALL PRINCIPALS AND TEACHERS
FROM: DAVID C. BIRD (Ph.D. Ed. ADMIN.)

I have chosen to look at the Practicum Associate Programme in the Faculty of Education at Canwest University as my thesis topic. As part of the background information I was wondering if I might impose on your time and have you respond to the TWO questions attached? Should you have NO comments, please check the NO OPINIONS OFFERED box.

Please bend, fold, staple and return to your principal by December 10.

Thank you for your time and trouble.

David. C. Bird (7-148)

N.B. Permission to distribute this request has been given by the necessary personnel.

The Department of Educational Administration
October, 1980

TO: ALL FULL TIME FACULTY OF EDUCATION PROFESSORS
FROM: DAVID C. BIRD (PH.D. STUDENT ED. ADM.)

I have chosen to look at the Practicum Associate Programme here in the Faculty as my thesis topic. As part of the background information I was wondering if I might impose on your time and have you respond to the two questions attached?

I know that some faculty members are not involved with this programme but I am seeking a response from across the entire faculty, thus a "NO OPINION OFFERED" check is also requested.

Please bend, fold, staple and send through campus mail as soon as possible.

Thank you for your trouble.

David C. Bird (7-148)

N.B. Permission to distribute this request has been granted by Departmental Chairmen.

What do you perceive IS the role of a Practicum Associate in the Faculty of Education at Canwest University?

What do you perceive OUGHT to be the role of a Practicum Associate in the Faculty of Education at Canwest University?

OR No opinions offered _____

PLEASE FOLD, STAPLE AND SEND THROUGH CAMPUS MAIL BY NOVEMBER 4, 1980.

THANK YOU FOR YOUR TIME.

APPENDIX C

CRITERIA FOR SELECTION OF PRACTICUM ASSOCIATES

CRITERIA FOR SELECTION OF PRACTICUM ASSOCIATES

I. Among the important criteria for consideration are the following:

- Normally five years successful teaching experience.
- B.Ed. degree or its equivalent.
- Permanent Professional Teaching Certificate.
- Experience as a cooperating teacher.
- Ability to work well with others.
- Willingness to assume responsibility for completing assigned individual and group tasks.
- Concern for improvement in the process of teacher education.
- Demonstrated capacity for leadership in the field of instruction.
- Demonstrated high level of professional competence in instruction.

II. The following additional criteria are considered to be desirable:

- Demonstrated commitment to the practicum.
- Curriculum development work.
- Course or in-service work in supervision.
- Involvement in organization and planning activities through participation in Provincial specialist councils, Department of Education committees, etc.
- Graduate level work.
- Any additional involvement in practicum programs.
- Familiarity with and knowledge of teacher education programs at Canwest University.

NOTE: Additional criteria for practicum associates may be required due to the specialized nature of individual practicum associate assignments. Applicants with teaching experience at the elementary, junior high and senior high school levels will be considered for appointment.

APPENDIX D

INSTRUCTIONS FOR APPLICANTS TO THE POSITION
OF PRACTICUM ASSOCIATE

APPENDIX D

INSTRUCTIONS FOR APPLICANTS TO THE POSITION
OF PRACTICUM ASSOCIATE

SCHOOL EXPERIENCE OFFICE

Faculty of Education
Canwest University

Instructions for applicants to the position of Practicum Associate.

1. Qualifications Guidelines:

A copy of the Criteria for Selection of Practicum Associates is included for your information.

2. Complete the attached form in its entirety.

Note: In systems such as the Public School System and the Catholic School System, applicants may wish to contact appropriate officers in the Personnel Department concerning their application in lieu of direct contact with the Superintendent.

3. Letter of Reference:

Applicants are requested to indicate the names of two persons who will forward Letters of Reference directly to the School Experience Office. References may include principals, supervisors, superintendents, colleagues the applicant has worked with in profession activities, colleagues the applicant has worked with in professional preparation, or university instructors.

4. Interviews:

A personal interview will be required of some applicants. An interview, however, is not guaranteed for each applicant.

5. Deadlines:

The deadline for receipt of applications is March 31, 1980.

6. Note:

Due to the nature of the Practicum Associate position, individuals who are considering or planning on commencing an administrative or consultant position during the 1980/81 academic year should not apply to be seconded. The need to replace any individual during the year of secondment would be disruptive to the Practicum Associate program.

Please forward applications to:

School Experience Office
Canwest University

7. Professional Experience:

	<u>Employer</u>	<u>School</u>	<u>Dates</u>	<u>Position/Grade(s)/Subject(s)</u>
1)				
2)				
3)				
4)				
5)				

8. Subject Area of Special Interest:

9. Latest Involvement with Practicum:

	<u>Program</u>	<u>School</u>	<u>Dates</u>	<u>Number of Student Teachers</u>
1.				
2.				

10. Additional professional experiences relevant to practicum.
(Use reverse side of paper if necessary)

11. Other relevant information (use reverse if necessary).

12. Names of persons submitting references directly to the School Experience Office:

<u>Name of Reference</u>	<u>Position</u>	<u>Address</u>	<u>Telephone No.</u>
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1.

2.

13. The salary that I am currently being paid (including administrative allowances and the like) is _____.

I HEREBY STATE THAT ALL INFORMATION WITH RESPECT TO THIS APPLICATION IS TRUE AND CORRECT AND THAT I HAVE DISCUSSED THE SUBMISSION OF THIS APPLICATION WITH MY SUPERINTENDENT.

Date: _____ Signature of Applicant: _____

LETTER OF REFERENCE FORM

Practicum Associate

Canwest University

I submit the following information on behalf of _____
who is submitting an application for the position of Practicum
Associate at Canwest University.

Name (Print)_____
Position

1. I have known the above named candidate for _____.
2. My association with him/her has been primarily in the capacity of:
3. In support of his/her application, I submit the following:

Signature

Please forward directly to:

The School Experience Office
Faculty of Education
Canwest University

APPENDIX E
GENERAL CULTURAL DOMAINS

GENERAL CULTURAL DOMAINS

1. *Strict inclusion: X is a kind of Y*

kinds of acts	kinds of time
kinds of places	kinds of actors
kinds of objects	kinds of feelings
kinds of activities	kinds of goals
kinds of relationships	

2. *Spatial: X is a part of Y*

parts of activities
 parts of places
 parts of events
 parts of objects

3. *Cause-effect: X is a result of Y*

results of activities
 results of acts
 results of events
 results of feelings

4. *Rationale: X is a reason for doing Y*

reasons for actions
 reasons for carrying out activities
 reasons for staging events
 reasons for feelings
 reasons for using objects
 reasons for seeking goals
 reasons for arranging space

5. *Location for action: X is a place for doing Y*

places for activities
 places where people act
 places where events are held
 places for objects
 places for seeking goals

6. *Function: X is used for Y*

uses for objects
 uses for events
 uses for acts
 uses for activities
 uses for feelings
 uses for places

7. *Means-end: X is a way to do Y*

ways to organize space
 ways to act
 ways to carry out activities
 ways to stage events
 ways to seek goals
 ways to become actors
 ways to feel

8. *Sequence: X is a step in Y*

steps in achieving goals
 steps in an act
 stages in an event
 stages in an activity
 stages in becoming an actor

9. *Attribution: X is an attribute of Y (characteristic)*

characteristics of objects
 characteristics of places
 characteristics of time
 characteristics of actors
 characteristics of activities

From: Spradley, James P. Participant Observation. New York: Holt, Rineart and Winston, 1980:102-105.

APPENDIX F

SUMMER SCHOOL OBSERVATIONAL NOTES

Monday, July 7

I sat toward rear Large group meeting scheduled for 7:30 a.m. Many people seem to know each other. 6 women - 15 men. All grad students, median age of approx 30/33. Drs. H. and B. entered the room together approx 7:40 a.m. Silence! H. introduced himself and Dr. B. drew a map on the board to show where 2 groups would meet. H. in 7-102, B. in 140. 2 + 2 members opted to go with Dr. H. when requested. 1 woman had contacted Dr. H. on the phone and therefore wished to remain with him. All 3 who requested this placement were together in the back rt/hand corner.

J.B. in a suit

Names were called in order to split the group into 2 equal lots. Difficulty in pronouncing some of the names.

Elevator to 7th floor. Mostly silent. "What course are you in?" No comment other than identification of instructor. "Oh well I expect that there will not be much difference between instructors."

In the seminar room. People tended to gravitate toward the opposite end to that of the blackboard. Conversations included comments on how many courses doing this summer—capacity to survive—"you're a hustler—I'm completing my B.Ed."

J.B. Entered with VTR and packages of materials that outlined the course. "Take a few moments to look thro' the authors—fill out personnel sheet while I set up the picture show for this morning.

J.B. Any Q's?

Sharon: I personally do not like final exams. "I (J.B.) do." Barbara: "Will there be any guidelines?" J.B. "Oh yes." J.B. "I assume that you want to learn some of the concepts in order to supervise better. —assume a stanine 6 or better. Feel free to make appointments for discussion."

7:50 am VTR was not plugged in—technician arrived to "put it on." "Please have wires plugged in." Please change Room # on Standing Order.

8:10 am "Let's see if this thing will work for us." Mr. Pringle's Project VTR viewed by the group. 2 students (Mel, Barbara) are making extensive notes. The tape is providing a few smiles on the faces of the students. 2 (M/M) more students begin making spasmodic notes. VTR Mr. Pringle and Miss Jones. Formal attitudes.

Lights on. J.B. Well you have just had the opportunity to visit the innards of a principal's office. Don't often get such an opportunity!!

Garfield	Visit to Robbie Robart's.
Barbara	His way—no room for individual.
Philip	Own angrandisement.
Grace	Career furtherance (hand waving for attention)
Mel	Administration-centered.
Jim	Running a double standard—lip service but no service.
Barbara	What was his definition of teacher?
Jim	Attention to everyone of his employees. Demoralising.
J.B.	Is problem with supervisor or her ability to adjust?
Jim	Cliche running his affairs.
Philip	Jones needs sensitivity.
J.B.	Body lang.
Barbara	Body lang. yes, but verbally said what I would have difficulty saying. (Use of hands)
J.B.	Was he not aware? What would be awareness?
Barbara	No complaints so you must be doing O.K.
J.B.	Why do you need strokes/visits to his classroom?
Barbara	I don't, but he's not doing his job.
J.B.	Ah! Role definition.
Grace	He (principal) does not have a role definition.

7 people are taking notes—all made some notation on the Thomas Theorem from Enns' article (first reading for the day).

Mel	Manipulation—he stays on top—his ideas.
J.B.	I like that word manipulation—is that the principal's job?
Mel	He doesn't seem to be concerned about education.
J.B.	But look at all the projects he has going. Do you agree with that statement?
Mel	No—inconsistencies involved.
Philip	Passive power.
J.B.	Aggressive passive power.
Grace	Attendance forms from the year before.
J.B.	Is he collecting a dossier on her—late forms, etc.?
Henry	She doesn't have any evidence or feedback.
Barbara	No matter how good a job I'm doing I need feedback.
J.B.	Sensitive interactions between principal and teacher at this point—at end of course have theoretical perspectives to help clarify. teacher—supervisor.

Use of lab for viewing VTR. Instructions outside room.
 Delegate taking tape to Dr. H. (Philip).
 Hand out pieces of paper for writing names on.
 You all have a chance to get what you don't want.
 Everyone in the group writes down names of presenters in
 the right hand column.

J.B. Random selection of stuff. Flexible system
 here. Everyone now has 3 sessions to present.
 Assume everyone has read, therefore don't tell
 colleagues—provide a critical analysis to
 raise questions for discussion comment—challenge
 the author. Because focus is toward practical—
 use concepts but what are implications for
 practice. Behaviorally-oriented attitude change
 in people. Not necessary to show that you
 have read the article—avoid long regurgita-
 tions of article. Raise your own critical
 comments—aim for clarification—highlight
 your own view. Aim for a conversational flow.
 Nothing is sacrosanct—challenge ideas not
 people—care on over-generalizing. Preview
 VTR in the lab.

Barbara Do readings relate to what's going on for that
 day?

J.B. They all relate to everything.

J.B. Change of class time? How many of you know
 each other from other classes? Response—
 many people knew each other.

Barbara Who is the gentleman in the corner?—pointing
 to me.

D.B. I am auditing the course as a grad student.

On way to the bookstore with Henry and Milton. Henry: "It
 doesn't sound too bad." Milton had no comments. Henry:
 "Sounded as if B. was nervous, looking for jokes and trying
 to provoke further discussion. I am in special ed.
 No training per se—long history of other work experiences—
 came to teaching later in life."

Coffee lounge 4th floor. A group from the morning's class
 had already gathered in the lounge—some from H's group
 had joined with this group. We sat as a threesome—were
 joined by another colleague from special ed for a brief
 time. She was apprehensive about starting a stats. course,
 had hoped to spend the summer completing her thesis.
 "That's bureaucracy" she sighed. Left group at approx
 9:50 a.m. Some talk about the p.m.'s class—Budget with
 C. "Ah well I might as well get this course as I am
 very heavily involved with money now and will continue to
 be in Sept." Milton, "Must away and start reading."
 Henry, "Me too—Wow the scenery is certainly very attractive

at summer school"—comment on the female populace.
Dispersed at about 10:05 a.m.

APPENDIX G
SEATING PLANS AT SUMMER SCHOOL

Left	Instructor				Right
Ø Ø Ø Ø Ø Ø Ø					Ø Ø Ø Ø Ø Ø Ø
Ø Ø Ø Ø Ø Ø Ø		"Right Siders" { Bill Jim Henry Milton			Ø Bill Ø Bill Bill Bill Bill
Barbara Ø Derek Me Ø Me Ø					Bill Jim Bill Jim Derek Jim Jim
Mel Barbara Ø Grace Me Derek Derek		Philip } "Left Siders" Jerry }			Jim Henry Jim Ø Jim Ø Ø
Garfield Mel Mel Philip Grace Garfield Garfield		Barbara - "Wanderer" Garfield } "Left and Right Siders" Derek Mel }			Henry Milton Garfield Derek Garfield Ø Barbara
Jerry Ø Jerry Jerry Jerry Philip Philip					Milton Garfield Milton Milton Milton Milton Milton
Philip Philip Philip Garfield Philip Jerry Jerry		Sharon } At the Back Grace }			Me Me Me Henry Henry Henry Henry
Ø Derek Barbara Ø Ø Barbara Me					Ø Ø Henry Mel Mel Mel Mel
Ø Ø Ø Ø Ø Ø Ø	Sharon Sharon Sharon Sharon Sharon Sharon Sharon	Grace Grace Grace Barbara Barbara Grace Grace	Ø Ø Ø Ø Ø Ø Ø		

Right

Left

Brian } "Right
Darlene } Siders"

Ian } "Left Siders"
Jim }

Brian
Brian
Brian
Barbara
Barbara
Barbara
Ted
Ø

Ian
Barbara
Grant
Ian
Ian
Ian
Ian
Ian

Barbara - "Wanderer"
Fred - "Partial Wanderer"
Andy - Right and Back
Ted - A "Corner" Man
Hank - A "Back" Man
Grant - Left and Back

Jim
Ian
Jim
Fred
Fred
Jim
Fred
Fred

Grant
Jim
Ian
Jim
Jim
Grant
Jim
Jim

Darlene
Darlene
Me
Darlene
Darlene
Fred
Darlene
Darlene

Andy
Ted
Ted
Brian
Brian
Brian
Barbara
Barbara

Fred
Grant
Hank
Ted
Andy
Ø
Ø
Grant

Barbara
Andy
Fred
Grant
Grant
Andy
Grant
Ted

Hank
Hank
Barbara
Hank
Hank
Hank
Hank
Andy

Ted
Me
Darlene
Ø
Ted
Ted
Brian
Hank

APPENDIX H
STUDENT QUESTIONNAIRE (SUMMER SCHOOL)

APPENDIX I

SOME OBSERVATIONS FROM THE LAST SEVEN DAYS
(SUMMER SCHOOL)

SOME OBSERVATIONS FROM THE LAST 7 DAYS:

A. Participants:

- C Barbara: Originally from B.C. (taught in Q.B. District) Home Ec., now working with pregnant teenagers.
- L Darlene: Teaches sci./math. to gr. 8 in S.G..
- L/C Ian: V.P. Elem. in G. C., from Guisboro', Yorkshire (7 miles from my home!)
- L Jim: Sci. teacher—sec. From N.B. [full time masters student 80/81].
- C Grant: Last teaching in F.H.S., B.C. Has been travelling in S. America, Africa, extensive look at Europe (i.e. Turkey). May be a full time master's student this next year.
- C Andy: Born/raised in T., recently from P.E.I.—full time student 80/81.
- C Hank: Teacher with M.H. Separate School District.
- C Fred: Been with N. since 1963. Starting Ph.D. this fall [full time].
- L Brian: Secondary teacher, G.C. Has taught in Queensland, Aust.
- L/C Ted: High school sci. teacher from N.B. Full time master's student 80/81.

- B. Clothes: Daily, female changes—dresses—R.B. changes formal to semi-formal—Jim's sweater-man, Fred's sweater/jacket man.
- C. Pens: Ball points for note-taking except Fred's ink pen.
- D. Note-taking: Although everyone is involved in this activity to some degree, 5 people make more extensive notes than the other 5.

E. Teaching Style—[R.B.]:

- a. Recognition of names of students when soliciting answers to questions.
- b. Extensive blackboard use—underlinings/emphasis—o/heads.

- c. Use of various grouping techniques so that everyone shares ideas at least 1/2/3 with peers. [Lecture/student input/seminar]
- d. Extensive use of personal anecdotes—the military.

F. Evaluation and Writing of Papers:

Although expectations concerning position papers has been outlined on the original sheet (course objectives) anxieties did not manifest themselves until after the break on Wednesday, August 6.

11:40 a.m.: Info on board—re: quiz for Thu. Aug. 7

10:10 a.m.: Thu. Aug 7—note tensions in the group.

Noon: Thu. Aug 7—note concern for 3 position papers.

11:45 a.m.: Mon. Aug 11—note discussion on evaluation procedures.

10:00 a.m. Wed. Aug 12—defence of position papers—groupings.

APPENDIX J
EXAMPLES OF METHODOLOGICAL NOTES

Note: Neil has to answer a number of questions for students early in the academic year, often about things he has little or no knowledge. (Procedural at Registration and during his first few days of teaching.)

The first regional conference for cooperating teachers etc. necessitated him knowing things about the program, the role of students during the practicum and communication skills. Many of these he has to find out for himself.

(September 15)

Note: The way in which Ed. Pra. PII is organized means that he must keep looking for materials and ideas. Thank goodness for Dora, who has done this course already! He is expected to do quite a lot. Much of it relates to his teaching experience, but it needs to be pulled together.

(October 2)

Note: I'm really surprised, perhaps I shouldn't be by now (!) by what Neil has to know and, indeed, what he has found out for these workshops. Here he is talking, at length, about the role of cooperating teachers (for the first time), to actual cooperating teachers. He is also giving a lecture on clinical supervision and evaluation procedures used by the university in its program.

(October 17)

APPENDIX K
EXAMPLES OF THEORETICAL NOTES

Note: Groups—cliques of Practicum Associates are very definitely forming. The secondary crew are working a great deal on their own now. They rarely meet the elementary group except at Wednesday morning meetings. Neil maintains contact with Dora as she seems interested in assisting him; and with Brent because he shares an office with him. Tina seems to have attached herself to Liza and Carol because her office-mate, Sara, is in secondary. There seems to be little contact between Liza, Carol, Sara and Neil.

It's hard to follow these activities, however, for they demand time. Some are obviously irrelevant to Neil's study, but there are other incidents that have some bearing on his involvement. I just don't seem to be able to get all the information that may be necessary here. I don't feel I should take much of their time up in questions etc. There are obvious limitations to participant observation!

(September 11)

Note: I was refused entry today to the _____ meeting! Junker was right. It's hard to accept rebuff dispassionately! I know there are university ethics committees etc. etc. but I can't keep running off or writing to someone in order to gain access to meetings or ask questions. Every time I enter a new situation I have to explain my presence. There must be an easier way. Perhaps this is the problem with this kind of research. I'll just have to remember not to assume anything. Everybody has a right to know what I'm doing. Prepare ahead of time, ask the right people, especially those who get upset easily, and make sure everyone's happy before trying to make contact.

(September 18)

APPENDIX L

QUESTIONS ASKED TOWARD THE END OF THE STUDY:
ANSWERS TAPE-RECORDED

- a. Can you describe your feelings and expectations about the P.A. programme before you came in August?
- b. What do you feel now? Do you feel more relaxed with the student teachers now than at the beginning?
- c. What do you see to be the major strengths of the programme? Weaknesses?
- d. Do you feel that you know any more about the Faculty of Education than you did when you started?
- e. Would you prefer to make more contacts with student teachers?
- f. Do you feel that faculty might integrate you more into the general workings of other programmes? Do you see this as important?
- g. Do you see the second term as being a re-hash of the first?
- h. Do you think that there are other ways of disseminating information other than through so many meetings?
- i. How can the paper flow be reduced—especially to schools?
- j. Do you think that too much is expected of you at the student/cooperating teacher workshops?
- k. Would you apply for a second year in the programme? Why/why not?
- l. Do you feel that you represent the university? The school system or the P.A.'s?
- m. What would be an alternative way of spending the money to help student teachers other than on P.A.'s?

APPENDIX M
OTHER PRACTICUM ASSOCIATES

OTHER PRACTICUM ASSOCIATES

- Brent: A principal from the separate school system completing his second year as a Practicum Associate. He was responsible exclusively for the organization and placement of student teachers in rural districts for practicum purposes.
- Steve: A secondary school social studies teacher also into his second year as a Practicum Associate.
- Spence: A secondary school physical education teacher beginning his first year as a Practicum Associate.
- Harry: A secondary school social studies teacher with experience in counselling also beginning his first year as a Practicum Associate. He had also had considerable experience on the executive of the Teachers' Professional Association.
- Innis: A secondary school physical education teacher completing her second year as a Practicum Associate. She was almost exclusively involved in the coordination of placements for one of the practicum programs.
- Anna: A secondary school English teacher from a separate school system beginning her first year as a Practicum Associate.
- Sara: A secondary school English teacher beginning her first year as a Practicum Associate.
- Vera: A secondary art teacher beginning her first year as a Practicum Associate. She too had had considerable experience on the executive of the Teachers' Professional Association.
- Dora: An elementary teacher with experiences at most grade levels completing her second year as a Practicum Associate.
- Tina: An elementary teacher, with experience at the primary grade levels, beginning her first year as a Practicum Associate.
- Carol: An elementary teacher from the separate school system with experiences at the primary level and as a consultant, beginning her first year as a Practicum Associate.
- Liza: A special education elementary teacher hired specifically to work with student teachers in this area, beginning her first year as a Practicum Associate.

APPENDIX N
INTERPERSONAL PATTERNS EXERCISE

INTERPERSONAL PATTERNS EXERCISE

The following exercise focuses upon your interaction with other individuals. It may help you think about how you behave when you initiate a relationship with another person or how to act in a group. The procedure for the exercise is as follows:

- 1. Divide into groups of three. Each person fills out the adjective check list.
- 2. Analyze the meaning of the adjectives you checked by following the instructions which are found following the check list.
- 3. Share with the other two members of your triad the results of the exercise and ask for their comments on whether they perceive you similarly or differently than the results of this exercise indicate.

The 20 verbs listed below describe some of the ways people feel and act from time to time. Think of your behavior in interaction with other people. How do you feel and act with other people? Check the five verbs which best describe your behavior in interaction with others as you see it.

_____ acquiesces	_____ disapproves
_____ advises	_____ evades
_____ agrees	_____ initiates
_____ analyzes	_____ judges
_____ assists	_____ leads
_____ concedes	_____ obliges
_____ cooperates	_____ relinquishes
_____ coordinates	_____ resists
_____ criticizes	_____ retreats
_____ directs	_____ withdraws

There are two underlying factors or traits involved in the list of adjectives: dominance (authority or control) and sociability (intimacy or friendliness). Most people tend to like to control things (high dominance) or to let others control things (low dominance). Similarly most people tend to be very warm and personal (high sociability) or to be somewhat cold and impersonal (low sociability). In the following boxes circle the 5 adjectives you used to describe yourself in group activity. The set in which 3 or more adjectives are circled out of the 5 represents your interpersonal pattern tendency in that group.

	High Dominance	Low Dominance
High Sociability	<div>advises</div> <div>coordinates</div> <div>directs</div> <div>initiates</div> <div>leads</div>	<div>acquiesces</div> <div>agrees</div> <div>assists</div> <div>cooperates</div> <div>obliges</div>
Low Sociability	<div>analyzes</div> <div>criticizes</div> <div>disapproves</div> <div>judges</div> <div>resists</div>	<div>concedes</div> <div>evades</div> <div>relinquishes</div> <div>retreats</div> <div>withdraws</div>

APPENDIX 0

WHAT I VALUE: EXERCISE IN VALUES CLARIFICATION


WHAT I VALUE

The following is a list of aspirations, some of which you may value and some of which you may not. Read the list carefully and pick the three most important to you. Then write your rationale for your choices. You have ten minutes to complete this activity.

1. To rid the world of prejudice.
2. To serve the sick and needy.
3. To become a famous figure (movie star, baseball hero, and so on).
4. To have a year of daily massages and the world's finest food from the world's best chef.
5. To know the meaning of life.
6. To set your own working conditions.
7. To be the richest person in the world.
8. To have the perfect love affair.
9. To be the President of the United States.
10. To be the most attractive person in the world.
11. To have a house overlooking the most beautiful view in the world, in which you may keep for one year forty of your favorite works of art.
12. To live to be 100 years old, with no illness.
13. To master the profession of your choice.
14. To have a vaccine to make all persons incapable of lying or graft.
15. To control the destinies of 500,000 people.
16. To have the love and admiration of the whole world.
17. To have an anti-hangup pill.
18. To have your own all-knowing computer, for any and all facts you might need.
19. To spend six months with the greatest religious figure of your faith, past or present.
20. Other:

APPENDIX P
SELF-APPRAISAL EXERCISE

SELF-APPRAISAL EXERCISE

This activity is aimed at giving you a chance to look at the ways you relate to others. The form it uses was originally developed by Edgar Schein, Bernard Bass, and James Vaughan. On the basis of this form you may analyze the ways in which you want to grow in order to develop more satisfying relationships with others. For each of the statements below, underline the number that best identifies your place on the scale. Next draw a diamond around the number which best expresses where you would like to be. (Example: 1 : 2 : 3 : 4 :  : 6 : 7 : 8 : 9)

- | | | | |
|----|--|-----------------------------------|---------------------------|
| 1. | Ability to listen to others in an understanding way | | |
| | Not at all
able | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Completely
able |
| 2. | Willingness to discuss feelings with others | | |
| | Completely
unwilling | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Completely
willing |
| 3. | Awareness of the feelings of others | | |
| | Completely
unaware | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Completely
aware |
| 4. | Understanding why I do what I do | | |
| | No under-
standing | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Complete
understanding |
| 5. | Tolerance of conflict and antagonism | | |
| | Not tolerant | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Tolerant |
| 6. | Acceptance of expressions of affection and warmth among others | | |
| | Uncom-
fortably | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Readily |
| 7. | Acceptance of comments about my behavior from others | | |
| | Rejecting | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Welcoming |
| 8. | Willingness to trust others | | |
| | Completely
suspicious | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Completely
trusting |
| 9. | Ability to influence others | | |
| | Completely
unable | 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 | Completely
able |

10. Relation with peers

Wholly competitive 1 : 2 : 3 : 4 : 5 : 6 : 7 : 8 : 9 Wholly cooperative

After completing the form, sit down with two other persons and discuss the following:

- 1. Do they see your ways of relating to others the same way that you do?
- 2. What could you begin doing to change your style of relating to others so that it more nearly matches the way you would like to be?

APPENDIX Q

PHILOSOPHY OF EDUCATION: ATTITUDE INVENTORY

PHILOSOPHY OF EDUCATION

Attitude Inventory

The statements below express beliefs sometimes held by teachers and/or laymen. A mixture of conflicting views is presented here to help you clarify your own philosophy of education.

Read each statement, reflect upon it, and indicate your agreement, disagreement, or indecision by checking the appropriate column.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
					1. Students should be allowed to disagree with teachers.
					2. Teachers' unions will both improve and protect the teaching profession.
					3. Education is life, not preparation for life.
					4. All students should be compelled to attend school until they reach age 17.
					5. The aim of education should be to train individuals to think and act independently.
					6. It is the responsibility of schools to produce a well-adjusted individual who has a variety of interests.
					7. Vocational students are less academically talented than college preparatory students.
					8. Students should be grouped according to ability.
					9. Teachers work harder than other professional people.
					10. Schools are responsible for developing ethical standards.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
					11. Controversial subjects should be avoided in classroom discussion.
					12. Student governmental bodies should be elected by the pupils and should be completely autonomous.
					13. Teachers have a right to strike.
					14. Corporal punishment is justifiable.
					15. All students have potential for learning.
					16. There is no such thing as a bad child.
					17. The educated person places a high value on human relationships.
					18. Public schools belong to the taxpayers.
					19. Parents should not interfere with school matters.
					20. The neighbourhood school concept is a bulwark of education.
					21. Some children are just lazy.
					22. More rigid control is needed in schools.
					23. Teachers should not be asked to participate in bus duty, lunch duty, and hall duty without additional pay.
					24. Schools have too many frills and not enough drills.
					25. Pupils share equal responsibility with teachers for motivation.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
					26. Curriculum development projects are just a lot of unnecessary paperwork.
					27. In-service education programs are a waste of time.
					28. There are too many innovations in modern education.
					29. The political affiliations of teachers should not be considered in hiring them.
					30. Teacher tenure protects the incompetent teacher.
					31. What is done in our classrooms today will be reflected in the successes and failures of tomorrow.
					32. Teachers should participate in PTA.
					33. Education means developing the mind, not stuffing the memory.
					34. Telling is not necessarily teaching.
					35. Schools must indoctrinate pupils with democratic ideals.
					36. Students learn best in a quiet classroom.
					37. Small group work requires more than one teacher.
					38. Paraprofessional staff members contribute significantly to the operation of schools.
					39. It is a waste of time to think through one's philosophy of education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
					40. A teacher's knowledge of subject matter is more important than his methods.
					41. If the pupils haven't learned, the teacher hasn't taught.
					42. If people really want good schools, they will have them.
					43. Men make better principals than women do.
					44. The most important role of the school principal is supervision of the instructional program.
					45. A salary schedule which includes merit raises encourages increased teacher competence.
					46. Schools should encourage pupils to discover and make extensive use of the services of other educational agencies in the community.
					47. Schools should utilize all appropriate techniques for effectively relating the school with the community, such as first-hand experience with reality in the form of resources, field trips, and resource persons.
					48. An important goal is to develop interest in one's community and the major forces operating therein.
					49. The school needs to be flexible and must continually readjust its program for maximum resource utilization.
					50. No good school can stand apart from the life of the community, for the two are woven together by human values and common interests.

APPENDIX R

PROGRAM FORMS: ELEMENTARY AND SECONDARY

PROGRAM FORM

WORKING COPY

TO BE COMPLETED BY FIRST YEAR SECONDARY EDUCATION STUDENTS ONLY

Major _____ Minor _____

USE PENCIL ONLY

All students in Secondary Education (First year 1980-81 [no advance credits]) should use this form to record course choices for September. Courses chosen today can be changed for any number of reasons. Your selections will be double checked with any changes approved at IN-PERSON REGISTRATION. You need NOT CHECK CHANGES etc. with Student Services during the Summer.

DIRECTIONS

- 1. Follow the Program Notes in completing this form.
- 2. Use the Calendar abbreviations and numbers when recording a course.
- 3. Note the number of credits for each course as follows:

<u>Ed. Pr.</u>	<u>3</u>	<u>Practicum</u>
<u>Engl 200</u>	<u>6</u>	<u>Major</u>
<u>Hist 278</u>	<u>3</u>	<u>* Minor</u>

*Note type of component—Major, minor, etc. (See Program Notes).

- 4. Fill in 30 credits of work even if you intend to come to university part-time.

TENTATIVE COURSE SELECTION

FIRST YEAR SECONDARY - 1980-81

<u>5. Course Name and Number</u>	<u>Credits</u>	<u>Component including Maj/Min.</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Credits	_____	

NAME _____ ADVISOR _____

BRING SIGNED FORM TO IN-PERSON REGISTRATION.

- 6. PRESENT YOUR SIGNED FORM AT THE ENTRANCE OF PART TWO OF IN-PERSON REGISTRATION. IT IS YOUR "TICKET".

APPENDIX S

STUDENT TEACHER WORKSHOP: PROBLEMS CLINIC

STUDENT TEACHER WORKSHOP

PROBLEMS CLINIC

Imagine yourself to be the student teacher in each of the following incidents. What are you to do?

1. After a few days in the classroom you feel that everything is piling up. There seems to be too many things to do, too much to worry about. Not only do you have to prepare your lessons, but you find out you have to supervise the lunchroom on Mondays and Fridays, go to a staff meeting Thursday and help organize the Christmas concert. You find yourself saying, "I didn't know I had to do all this?"
2. You've just finished your fourth day and you feel good about your lesson in social studies. The cooperating teacher is in the classroom and he comes over and tells you that the children really seemed to enjoy the social studies period and to keep up the good work. You think to yourself that that's the fourth time he's used the same line. You would like more feedback than that.
3. You come into class one morning and your cooperating teacher asks you if you would take the students at 1:00 for 45 minutes. "It's really quite simple, it's just an introduction to two-digit multiplication," she says. "They already know their times tables." You feel this is unfair due to the lack of preparation time given to you.
4. There is one student in your class that has been disrupting the class constantly. You have tried to correct his behavior by redirecting him back on task, eye contact and talking to him outside of the room. You have finally threatened him with being removed from the classroom. The cooperating teacher discusses this with you afterwards pointing out that this is a drastic measure and that you really should not resort to it. You don't agree with the cooperating teacher and you wonder whether you should persist.

5. There's a serious illness in your family and you're quite worried about it. You have responsibilities at home and you've been visiting the hospital. You've not been sleeping well and it's hard to concentrate on your student teaching. As a result you've been late and absent from class and you feel your lessons haven't really been as good as they should. The cooperating teacher has warned you about your general attitude and work.

APPENDIX T

COURSE TIMETABLE: CLASS ASSIGNMENTS

4. Course timetable

For the fall term there are 16 sections of the course meeting as follows:

<u>Section</u>	<u>Class Day & Time</u>			<u>Lab Day & Time</u>	
A1	Wed.	800-950	Vera	Mon.	800-1250
A2	Mon.	800-950	Tina	Wed.	800-1250
A3, A9	Thurs.	800-950	Ø, Paul	Tues.	800-1250
A4, B1, B6	Tues.	800-950	W.J., Innis, Ø	Thurs.	800-1250
A5, B2	Wed.	1300-1450	Ø, Sara	Mon.	1200-1650
A6, B3	Mon.	1300-1450	Neil, Harry	Wed.	1200-1650
A7, B4	Thurs.	1230-1420	Q.M., Ø	Tues.	1200-1650
A8, B5, B7	Tues.	1230-1420	Anna, Ø, Ø	Thurs.	1200-1650

Each instructor will teach 1 section. It is estimated that there will be 20-25 students in each section. Instructors will be assigned to sections on the basis of their preferences and other commitments. A timetable for each section has been prepared showing the periods set aside for workshops.

It is planned that a time will be selected so that weekly meetings of instructors can be held.

5. Evaluation

Students will be required to do the following for purposes of evaluation.

1. The in-school portion will be evaluated by the cooperating teachers on a pass-fail basis. Students must receive passes in both rounds to pass the course.
2. The workshops represent 30% of the final grade, i.e. 10% each. As they are skill exercises the student receives full credit for passing, no credit for failing or missing the workshop.
3. Two written assignments will be given, each worth 15% of the final grade.
4. The final exam will be worth 40% of the final grade.

The nature of the written assignments and the final examination will be decided by the instructors. Procedures for recording and calculating grades will be discussed at one of the instructors' meetings.

APPENDIX U

ED. PRA. PI COURSE OUTLINE: THE STUDY OF
CLASSROOM BEHAVIOR

Ed. Pra. PI

The Study of Classroom Behavior

Course Outline

Course Description

This course will begin to introduce you to the professional life of teacher. Aspects of the teacher's life are dealt with in all the courses the Faculty offers to prospective teachers. Those aspects we will be concerned with are some core concepts and experiences that will lay the basis for later development in your teacher education program. Ed. Pr. PI will consist of two different but related sorts of experiences. The University classes will be devoted to introducing you to basic educational concepts. The in-school portion will allow you to observe instances of these concepts, to participate in the life of classrooms, and to work in a limited way with children at different levels. As well you will be introduced to some of the resources available to you as students in the Faculty and to learn the related skills needed by teachers. The general aim of Ed. Pr. PI is to familiarize you with basic educational concepts, not to provide you with the skills for using them.

Course Objectives

The objectives of the course are:

1. To learn through on-campus experiences concepts relating to:
 - a. lesson organization
 - b. classroom interaction
 - c. classroom management
 - d. communication skills
2. To provide through in-school experiences the opportunity:
 - a. to observe systematically various aspects of the school and classroom as determined by the cooperating teacher.
 - b. to engage in teacher assistance activities.
 - c. to observe classrooms at both the elementary and secondary levels.
3. To learn to use the facilities of the:
 - a. Audiovisual Media Centre
 - b. Curriculum Materials Preparation Area
 - c. Education and Curriculum Libraries.

Course Outline

There will be 13 class meetings and 13 lab periods. Ten lab periods will be in-school to provide the equivalent of one week of practicum. The in-school labs will be divided into two rounds. Each student will spend five weeks in each an elementary and a secondary classroom. The dates of the rounds are:

Round I : September 22 to October 24
 Round II: October 27 to November 28

The remaining labs will be conducted by the AVMC, the CMPA, and the Education and Curriculum Libraries.

The topics for the on-campus class meetings are as follows. Different sections will consider these topics in differing order because of constraints imposed by the demands on materials and personnel.

Class 1:	Course Introduction
Class 2:	Teacher Language: Clarity and Emphasis
Class 3:	Lesson Organization
Class 4, 5, & 6:	Classroom Interaction: Praise and Corrective Feedback, Questioning, Using Student Ideas
Class 7 & 8:	Communication Skills
Class 9 & 10:	Classroom Management: Group Alerting, Learner Accountability, Transitions, Withitness
Class 11:	Review

Required Textbooks

1. Ed. Pra. PI Manual
2. Ed. Pra. PI Workbook

Evaluation

Students will receive a grade from the nine point scale as their final grade, but the in-school portion of the course will be evaluated on a pass-fail basis. A student must pass both the lecture and in-school parts to pass the course.

The University portion of the course will be evaluated on the basis of a final exam, two assignments, and the workshops. The final exam,

worth 40% of the final grade, will be an objective test to determine the degree of understanding of the concepts discussed in the course. The assignments, each worth 15% of the final grade, are concerned with the discussion of concepts developed in class in the context of the in-school experience. The workshops provided by the AVMC, CMPA and the Libraries will include exercises that will show the ability to use these resources. These will represent 30% of the final grade. As these are practical exercises students will receive full credit if they meet the requirements or will receive no credit if they do not meet the requirements or do not complete the exercises.

The in-school experience will be evaluated on a pass-fail basis by the cooperating teachers on the basis of the student's work and character in the classroom and on the completion of the tasks assigned by the cooperating teacher. In order to receive a passing grade in the course, this portion of the course must be completed satisfactorily.

A passing grade in this course shows that expectations for both the lecture and lab portions have been met. Should a student pass one, but not both, of the portions of Ed. Pra. PI, the course policy committee will decide what additional work is required.

APPENDIX V

TIMETABLE FOR THE FIRST REGIONAL WORKSHOP
FOR COOPERATING TEACHERS

CANWEST UNIVERSITY
PRACTICUM ORIENTATION
FOR
STUDENT TEACHERS, COOPERATING TEACHERS,
ADMINISTRATORS, AND FACULTY CONSULTANTS

Date: Thursday, September 4, 1980
Time: 4:00 p.m. - 9:30 p.m.
Workshop: Main Classroom and classroom on the 3rd floor
Dinner: Cafeteria

Program

- 4:00 - 4:15 Registration
- 4:15 - 4:45 1. Introduction Brent
- 2. Program Overview
 - a. Program Director
 - b. The Phase II Practicum Eva
- 4:45 - 5:30 3. Roles of Participants
 - a. Student Teacher Neil
 - b. Cooperating Teacher Eva
 - c. Administrator Brent
 - d. Faculty Consultant Dora
- 5:30 - 6:30 Dinner - Cafeteria
 Henri Doucet, Chef
- 6:30 - 6:45 4. Introduction to Clinical Supervision Dora
- 6:45 - 8:00 5. Clinical Supervision:
 Simultaneous sessions
 - a. Clinical Supervision Skills
 for Cooperating Teachers
 and Faculty Consultants Dora
 - b. Communication Skills
 for Student Teacher Neil, Eva
- 8:00 - 8:20 Coffee

- 8:20 - 9:00 6. Evaluation: Simultaneous
 sessions
 a. Role of Cooperating Teacher
 and Faculty Consultant Dora
 b. Role of Student Teacher . . . Neil, Eva

- 9:00 - 9:20 7. Problems Clinic: Simultaneous
 sessions
 a. For Cooperating Teachers
 and Faculty Consultants Dora
 b. For Student Teachers Neil, Eva

- 9:20 - 9:30 8. Closing Remarks Brent

APPENDIX W

ROLES OF PERSONS INVOLVED IN THE PRACTICUM AT
CANWEST UNIVERSITY

ROLES OF STUDENT TEACHER,
COOPERATING TEACHER, ADMINISTRATOR, AND
FACULTY CONSULTANT IN THE PRACTICUM

CANWEST UNIVERSITY

STUDENT TEACHER

1. To plan and carry out teaching situations in which specific teaching skills introduced in Ed. CI 3 are practised.
2. To assist the cooperating teacher in numerous ways, and to assume responsibility for observing, teaching and interacting with individual children, small groups, and the class as a whole.
3. To participate in experiences beyond the school that exert influence on the operation of the school.

Examples:

- (a) field trips with groups of children;
- (b) professional development days;
- (c) Home and School Association meetings;
- (d) community activities in the school;
- (e) inter-school sports activities.

4. To participate in the social interaction of the school.

Examples:

- (a) willingness to become part of the staff room social groups;
- (b) participation in staff activities - e.g. noon-hour volley ball;
- (c) hall and playground supervision;
- (d) classroom parties - e.g. Halloween.

5. To share with the cooperating teacher the objectives and content of Ed. CI 3.
6. To share with the cooperating teacher expectations and points-of-view in regard to relationships with children.

COOPERATING TEACHER

1. To participate in planning the student teacher's experiences.
2. To teach demonstration lessons which incorporate basic teaching skills.
3. To provide situations for the student teacher to practise teaching skills by interacting with and teaching individual children, small groups, and the class as a whole.
4. To discuss with the faculty consultant the ongoing evaluation of the student teacher.
5. To provide the student teacher with frequent supportive feedback.
6. To discuss with the student teacher an initial written evaluation at the midpoint of the practicum.
7. To complete the final evaluation form.

ADMINISTRATOR

1. To assist in the orientation of student teachers to the school.
2. To facilitate the involvement of student teachers in the school, beyond the classroom setting.

Examples:

- (a) staff meetings
 - (b) staff socials
 - (c) student functions
 - (d) professional development days
3. To ensure that pupils and parents accept the student teaching program as a desirable and necessary part of teacher education.
 4. To cooperate with university personnel on solving problems that may arise.

FACULTY CONSULTANT

1. To participate in planning the student teacher's experience.
2. To observe the student teacher in teaching situations and to provide supportive feedback based on the observation.
3. To assist the cooperating teacher in identifying teaching skills in which the student teacher needs practice and in planning situations in which the practice can be obtained.
4. To participate in the final evaluation of the student teacher as requested by the cooperating teacher.

APPENDIX X
NEIL'S PRACTICUM ASSOCIATE ASSIGNMENT

PRACTICUM ASSOCIATE ASSIGNMENT

1980/81

Practicum Associate: Neil Dubois

Common Features:

All Practicum Associates are to be involved in the following activities:

1. Cooperating teacher orientation and preparation workshops.
2. Cooperating teacher recruitment.
3. Student teacher placement.
4. Production and revision of Practicum materials.
5. Special assignments from the School Experience Office.

Course Assignment:

The particular Practicum courses to which you are assigned are as follows:

1. Ed. Pra. PI

Coordinator: Paul

- Instruction of one section each term on campus (2 hours per week) and responsibility for two sections per term in school.

2. Ed. Pra. PII

Coordinator: Eva




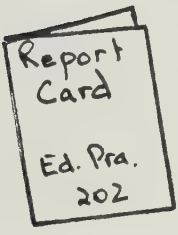

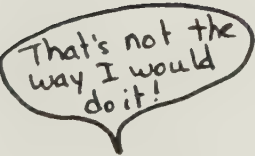

- Assistance with on campus section.
- Responsibility for in-school activities for one section per term.

Faculty of Education
July, 1980

APPENDIX Y
I.O.U. DISCUSSION TOPICS

I.O.U.

Discussion topics:

1.  Does a teacher need a plan book? If so, in what way should it be used? What constitutes a workable lesson plan?
2.  What varied purposes can questioning serve? What is your understanding of question techniques?
3.  Are rules, routines and records necessary? What is important to you (the teacher) in managing a classroom?
4.  How can you be an effective student teacher? What attitudes and abilities will be an asset to you? How do you relate to your cooperating teacher and faculty consultant?
5.  What do you see in the classroom.
Physical setting.
Ongoing activities of pupils and teacher.
Why should you focus on pupil interest, level and range of learning abilities, level of motor development, personality traits, etc.?
6.  Why do teaching styles differ from one
- teacher to another?
- subject to another?
- class of pupils to another?
7.  The teacher has many roles. What roles does he/she have
- within the school—with adults, with children?
- in the community?
- other?
Do you feel these are valid roles for a teacher?

APPENDIX Z

THE MANY FACES OF TEACHING

From: The Purvis Project
Canwest University

THE MANY FACES OF TEACHING

Instructor:

I have taught in high school for ten years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief, and an imbecile.

The murderer was a quiet little boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in school, had the lead in the junior play; the pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips, and the imbecile, a soft-eyed little animal seeking the shadows.

The murderer awaits death in the state penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tiptoe, can see the windows of my room from the county jail; and the once gentle-eyed little moron beats his head against a padded wall in the state asylum.

All of these pupils once sat in my room, sat and looked at me gravely across worn brown desks. I must have been a great help to these pupils—I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence. ("I Taught Them All" by Naomi J. White. From Clearing House, November 1937)

APPENDIX AA

LAB DAYS AND CALL-BACK SESSIONS
OBSERVING IN YOUR SCHOOL

INTER-DEPARTMENTAL CORRESPONDENCE

To Ed. Pra. PII Students
Section R3

Date October 2, 1980

From Neil Dubois

Re: Lab Days and Call-Back Sessions

Lab Days

There will be a half-day lab that will take place during the week of October 13th. On that day you are to visit the school to which you have been assigned. This is an observation day only. You should not be asked to undertake any other type of assignment during this visit. I have attached a sheet listing various things to observe.

You must arrange the visit yourself. After the assignments are posted, you should telephone the school to which you are assigned and arrange with the cooperating teacher for this half-day visit.

If you are in a regional placement you are encouraged to arrange for a visit if it can be done without missing classes. Or, you may wish to arrange for a pre-practicum visit after October 21st, when all classes and exams are over. If neither of these alternatives is possible, regional placements may forego this half-day observation entirely.

Call-Back Sessions

The call back sessions will be as follows:

- 1 - Monday, November 3rd - 1:00 p.m.
- 2 - Friday, November 21st - 1:00 p.m.
- 3 - Wednesday, December 3rd - 1:00 p.m.

The last two dates are tentative and will be finalized at the first call-back session.

Neil Dubois

Attachment

OBSERVING IN YOUR SCHOOL

During your first few visits to a new classroom, discover all you can about:

1. The school itself:
 - a. the kind and suitability of the building.
 - b. the school library—introduce yourself to the librarian.
Inform yourself about the availability of books, pictures, slides, films, overhead and slide projectors, other materials, and borrowing procedures.
 - c. playground areas.
 - d. the location of the principal's office, medical room, staff rooms, pupils' laboratories, storage facilities for equipment and audio-visual materials.
 - e. control of pupil traffic around the buildings and in the halls.
 - f. supervisory duties of the teachers.
 - g. inform yourself of the procedure for handling accidents.
2. The classroom to which you are assigned:
 - a. factors which make the room particularly attractive.
 - b. location of desks so as to take advantage of both windows and blackboard space, and to provide for group activities.
 - c. location of teacher's desk and supplies.
 - d. use of noticeboards, tackboard space.
 - e. lockers or other provisions for pupils' belongings.
3. Good procedures within the classroom:
 - a. discover the means by which classroom routines run smoothly.
 - b. study the use of routine in the following procedures:
 - class entering and leaving the room.
 - distribution and collection of materials.
 - for organizing class or classes into large and small groups.
 - control of "leaving the room."
 - giving instructions for individual work.
 - methods of giving instruction during assigned activities.
 - procedure for each pupil when he has finished assigned work.
 - procedure for supervising and checking assignments and reports.
 - use of pupils in handling routine matters.

Obtain the following:

1. A seating plan for your class or classes. Knowing the names of even a few when you give your first lesson has an immediate and salutatory effect in developing mutual confidence.
2. A copy of the class timetable. Having at hand several different timetables may be very valuable later.

APPENDIX BB
EXERCISE IN QUESTIONING TECHNIQUES

Read the following selection and then construct twelve questions based on it. Two of your questions must be at the level of knowledge, two at comprehension, two at application, two at analysis, two at synthesis, and two at evaluation.

Traditionally, most Americans have viewed masculinity in narrow terms. A "real" man was physically strong, financially successful, and a tough competitor. Men were measured by their ability to "dish it out" as well as "take it," and regardless of the difficulties, men were to suppress their emotions and above all, never, never, to cry. The model of successful masculinity was seen in the star athlete, the war hero and the financially secure business tycoon.

Today, however, as a result of the growing influence of the feminist movement, men as well as women are beginning to question society's traditional sex role expectations. Men are becoming more aware of the physical and psychological costs they incur in their single-minded drive for money and success. Studies reveal that men are more likely to contract and succumb to serious disease than women. Moreover, on the average men die seven years sooner than women.

But even beyond this physical cost, men are also becoming sensitive to the psychological sacrifices of their sex role stereotype. With so much time invested in making as much money as possible, fathers have little time to spend with their wives and children. This competitive drive also alienates men from honest relationships with other men. Leisure and recreational activities are also sacrificed on the altar of competition and the drive to earn a big salary. Many men speak of a "career lock-in" and feel trapped in their jobs; they are unable to explore new career options for fear of losing some of their earning power.

As men explore the restrictions of the male stereotype, they are creating a new force in our society. This new involvement is dedicated to removing the artificial barriers that society has placed on men and freeing them from sex role stereotypes. This is the purpose of men's liberation.

APPENDIX CC

TEACHER EVALUATION
TEACHER: SOCRATES

TEACHER EVALUATION

Teacher: Socrates

		Rating (high to low)					Comments
		1	2	3	4	5	
A. Personal Qualifications							
1.	personal appearance					x	Dresses in an old sheet draped about body
2.	self-confidence					x	Not sure of himself—always asking questions
3.	use of English				x		Speaks with a heavy Greek accent
4.	adaptability					x	Prone to suicide by poison when under duress
B. Class Management							
1.	organization					x	Does not have a seating chart
2.	room organization				x		Does not have eye-catching bulletin boards
3.	utilization of supplies	x					Does not use supplies
C. Teacher-Pupil Relationships							
1.	tact and consideration					x	Places student in embarrassing situation by asking questions
2.	attitude of class		x				Class is friendly
D. Techniques of Teaching							
1.	daily preparation					x	Does not keep daily lesson plans
2.	attention to course of study			x			Quite flexible—allows students to wander to different topics
3.	knowledge of subject matter					x	Does not know material—has to question pupils to gain knowledge
E. Professional Attitude							
1.	professional ethics					x	Does not belong to professional association
2.	in-service training					x	Complete failure—not even attended college
3.	parent relationships					x	Needs to improve—parents are trying to get rid of him

RECOMMENDATION: DOES NOT HAVE A PLACE IN EDUCATION—SHOULD NOT BE REHIRED

APPENDIX DD

EXAMPLE OF LETTER OF APOLOGY SENT TO
STUDENT TEACHERS

Home Address

Dear _____ (each first name was entered)

Please accept my sincere apologies for not getting your permission ahead of time. I just assumed that I would be accompanying Neil on practicum. I realise that you have enough to think about without having another person in your room.

If at any time during the practicum you feel comfortable with my presence please let Neil know. He will, in turn, let me know. Please remember that it does not matter which choice you make.

Yours sincerely

(my name)

APPENDIX EE

REGIONAL WORKSHOP FOR COOPERATING TEACHERS
AND FACULTY CONSULTANTS

REGIONAL WORKSHOP FOR COOPERATING TEACHERS
AND FACULTY CONSULTANTS

Date: Friday, October 17, 1980

Time: 9:30 a.m. - 3:30 p.m.

Program

9:30 - 10:00	1. Introduction	Paul
	2. Overview and Course Content of Practicum Programs	Paul
10:00 - 10:30	3. Role of Student Teacher, Cooperating Teacher and Faculty Consultant	
	Group 1 Ed. Pra. PII	Neil
	Group 2 Ed. Pra. PIV	Tina
	Group 3 Ed. Pra. PIII	Anna
	Group 4 Ed. Pra. PV	Harry
	Group 5 Administrators	Paul
10:30 - 10:45	Coffee Break	
10:45 - 12:00	4. Supervision and Communication Skills . .	Neil, Anna
12:00 - 1:00	Luncheon	
1:00 - 1:45	5. Evaluation—brief overview Groups (same as above)	Paul
1:45 - 2:00	Coffee Break	
2:00 - 3:00	6. Problems Clinic	Tina
	7. Video tape presentation: "Role of Cooperating Teacher"	Harry
3:00 - 3:30	8. Feedback and general questions	Paul
	9. Closing remarks	Paul

APPENDIX FF
PRACTICUM WORKSHOP I: AGENDA

Practicum Workshop IEd. Pra. PII, ElementaryTuesday, October 21, 19807:00 - 10:00 p.m.

AGENDA

Administrators
Cooperating Teachers
Faculty Consultants
Lecture Theatre N

Student Teachers
Lecture Theatre S

Welcome

Welcome

Practicum Programs Explained

Nature of the Ed. Pra. PII Practicum

a) Overview of the 3 phase
program

Expectations for Ed. Pra. PII

b) The Ed. Pra. PII Practicum

Roles of Practicum Participants

c) Roles of Practicum
Participants

Communication Skills

Communication Skills

COFFEE - 4th floor lounge, Ed North

All participants meet in groups by school.

Student teachers and cooperating teachers meet in pairs - 4th floor lounge.

Administrators - Lecture Theatre N

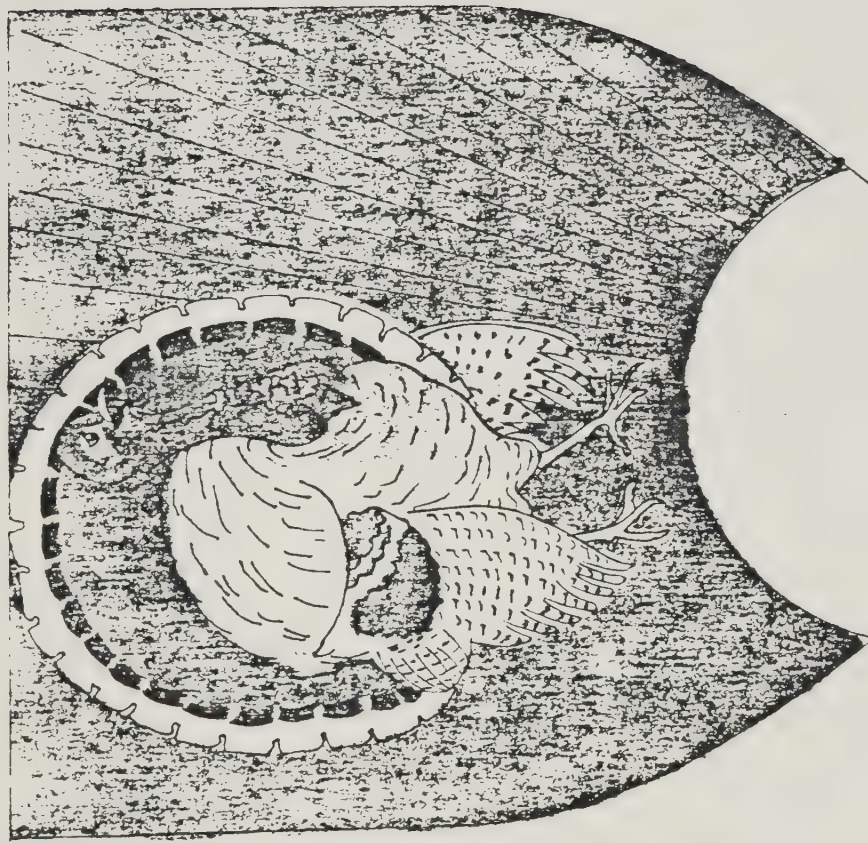
Faculty Consultants - Small room

APPENDIX GG
THE "ORDER OF TURKEYS" EMBLEM

y of Education

FIELD SERVICES

University



PERPETUATAS

EN

SECONDO

APPENDIX HH

CONSENT FORM

CONSENT FORM

Project: Study of a Practicum Associate

Investigator: David C. Bird
Department of Educational Administration
Canwest University

I hereby consent to participate in this study and to allow the researcher to observe me in the role of Practicum Associate/Faculty Coordinator. I understand that whatever information I give is considered confidential and will be used in such a way as to protect my anonymity.

Date

Principal Subject

Witness

B30338